

Point of View

By John Lewis Gaddis

GREAT EPOCHS rarely pass without leaving behind ruins of one kind or another, and the cold war will be no exception. The Berlin Wall has been broken up into museum displays, sock-drawer souvenirs, and anonymous rubble. We have the abandoned missiles, bombers, and military bases, one of which has even been entombed in ash by an adjacent volcano, rather like Pompeii and Herculaneum. And then we have international-relations theory.

Intellectual archaeologists of the future are sure to puzzle over the belief once prevalent, chiefly within departments of political science in American universities, that the complexities of world affairs could be reduced to simple theories that would allow one not only to explain the past but also to predict the future. As the founding father of the field, Hans Morgenthau, once put it, the theoretical approach to the study of international relations would "increase the reliability of prediction and thereby remove uncertainty from political action."

That now looks like a very bad prediction, indeed, for none of our major theories of world politics came anywhere close to anticipating the end of the cold war or the (so far) peaceful disintegration of the Soviet Union. It will not do to claim, as some embarrassed theorists now do, that forecasting was never their intention in the first place, because the theorists repeatedly and explicitly set that task for themselves. Nor can they argue that the end of the cold war is an inappropriate test. International-relations theory was largely built on the study of the cold war; if it failed to foresee so fundamental an event as the disappearance of that conflict, then it is difficult to know where else we might expect it to succeed.

What accounts for the bankruptcy of a field that promised so much? The problem, I think, was not with the claim that one could turn politics into a science; rather it was with the *kind* of science that theorists of international relations tried to turn politics into.

Seeking objectivity, legitimacy, and predictability, social scientists in the United States set out after World War II to embrace the traditional methods of the physical and natural sciences. They hoped to bring to the study of politics the same emphasis on precise observation, rigorous quantification, and reproducibility of results that characterized work in physics, biology, and applied mathematics. But they did so at a time when physicists, biologists, and mathematicians, concerned about disparities between their theories and the reality they supposedly modeled, were gradually abandoning old methods in favor of new ones that accommodated indeterminacy, irregularity, and unpredictability—precisely the qualities that the social sciences were trying to leave behind. There was, in effect, a methodological passing of ships in the night: The "soft" sciences tried to become "harder" just as the "hard" sciences were becoming "softer."

The old Newtonian vision that science could not only account for, but also predict, all phenomena had begun to fade among "hard" scientists as early as the beginning of this century. Einstein's physics made time, like space, a relative concept; another element of certainty dropped away with Heisenberg's unsettling discovery that the very act of observing certain phenomena altered them, so that the precise measurement of one characteristic obscured others.

By the 1960's, it was becoming clear that two whole classes of phenomena existed, one which lent itself to prediction and one which did not. Prediction was possible where one or two variables acted under known or controlled conditions. But if the number of variables increased even slightly, or if the conditions under which they operated changed even a little, then one entered the realm of chaos; and although the boundaries of chaotic systems often can be specified, one can



CYNTHIA MAURICE FOR THE CHRONICLE

The Cold War's End Dramatizes the Failure of Political Theory

rarely predict the behavior of their particular parts at any particular time.

The classical scientific method had been to generate laws, and hence predictions, from experiments that limited the number of variables involved and controlled—sometimes quite arbitrarily—the conditions within which they operated. Newton's laws of motion, for example, assumed perfectly smooth balls rolling down frictionless inclines with no air resistance, a condition never actually encountered in the real world. Generations of students were taught that feathers and stones fall to earth at the same speed, despite obvious evidence that they never really do.

Predictability was achieved by removing the object being studied from its origins and its surroundings: One gained a vision of the future by shutting one's eyes to the past and the present. But the more one *observed* past and present, the more Heisenberg's principle came into play, and the less confidence one could have in one's ability to forecast what was to come.

Theorists of international relations use the methods of classical science when they seek to reduce the number of variables that they deal with, as Morgenthau did by insisting that all politics boiled down to efforts "to keep power, to increase power, or to demonstrate power." They embrace a Newtonian approach when they try to control conditions, as "neo-realist" theorists of international systems do who assume that the internal characteristics of states have nothing to do with their external policies. These theorists confuse clouds with clocks when they seek to encompass the complexities of human behavior with precise mathematical formulae. These theorists know that if they do not impose such exclusions, controls, and quantifications, complications will quickly overwhelm their analyses, and predictability will suffer.

EXERCISES OF THIS KIND can produce useful insights. So too can simple experiments in freshman physics. But such generalizations perform badly when applied to the real world: After all, from 1989 through 1991 the second most "powerful" state on the face of the earth did voluntarily give up power, despite the insistence of international-relations theory that this could never happen.

The construction of theory—at least in the traditional scientific method—requires departures from reality; but if forecasts derived from theory are to succeed,

they must account for reality. That is the paradox that theorists of international relations have been struggling, with such lack of success, to resolve. Theorists in the "hard" sciences gave up on it some time ago.

None of this is to say that a "science" of politics is impossible. It is only to suggest that political science, as it is still too often practiced, needs to catch up with real science: It needs to liberate itself from a level of experimentation and generalization approximating that of the freshman-physics laboratory. Such a liberation will require recognizing that reductionism may well yield predictions, but that those predictions will have little to do with the real world. True realism is that which acknowledges the power of contingency and therefore how limited our powers of prediction are always going to be.

To the extent that prediction is possible in international affairs, it is probably best done by focusing on long-term historical processes. Post-World War II theorists of international relations derived what purported to be universally applicable generalizations from a particular point in time, which was the height of the cold war. Apart from glancing references to Thucydides, they paid little attention to history or to the identification and characterization of its long-term trends. And yet, such trends are one of the few things about which one can sensibly make predictions: Precisely because they are long-term, they are not likely to disappear tomorrow.

THIS ANALYSIS suggests that the *evolutionary* sciences of geology and biology might provide better examples for the study of politics than more static disciplines like physics, chemistry, and mathematics. For in the earth and life sciences, time does pass, structures do evolve, and by looking at their pasts one can say something, in very general terms at least, about the future of such structures. Seismology may be an inexact science, but it does reveal to us the fault-lines along which earthquakes are going to occur, together with their approximate frequency. Natural selection may be very slow, but it does allow for the adaptation of organisms to environment—that is, for a kind of learning over generations—which might happen much faster if the organisms in question should turn out to be intelligent ones. Surely these approaches better approximate how the real world works than do the reductionist models of the "old" political science.

One might—at least as a thought experiment—construct a model capable of simulating all of international relations in all of their complexity. But the model would have to be of such complexity as to render it indistinguishable from that which was being modeled, which would rather defeat its purpose. So in practice, we tend to fall back upon the only known simulative technique that successfully integrates the general and the specific, the regular and the irregular, the predictable and the unpredictable: We construct narratives. But that, of course, is what novelists and historians do.

My point, then, is to suggest not that we jettison the "scientific" approach to the study of international relations, only that we bring it up to date by recognizing that good scientists, like good novelists and good historians, make use of *all* of the tools at their disposal. They include not just theory, observation, and calculation, but also narrative, analogy, paradox, irony, intuition, imagination, and—not least in importance—style.

The alternative, I fear, is a science likely to take its place, alongside alchemy, phlogiston theory, and perhaps Marxism-Leninism, in the museum of antiquities.

John Lewis Gaddis, professor of history and director of the Contemporary History Institute at Ohio University, is the author of *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations* (Oxford University Press, 1992).

THE CHRONICLE

of Higher Education.

July 29, 1992 • \$2.75
Volume XXXVIII, Number 17

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"The bill just doesn't go far enough to address the broadening gulf of needs for lower- and middle-income students."

A student-aid official, on the new higher-education law: A15

"It's like firing a cannon into the crowd."

A benefits consultant, on early-retirement plans: A11

"You do it because it's pretty, not because it keeps airplanes in the sky or because it explains the economy."

A professor of mathematics, on research mathematics: A6

"It took years and years of being there, every single day for three meals a day."

A sociologist, on gaining the trust of a group of men in a Chicago cafeteria: A8

"The list of things that one ought to read grows like a blob in a horror movie."

A professor of history, on information overload: A32

"They are scared of retribution, that they will be unable to get future support."

A professor, on why few scholars appeal when their grant applications are rejected by U.S. agencies: A18

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The head of an anti-nuclear group, on research reactors at universities: A23

"There's no money for anything."

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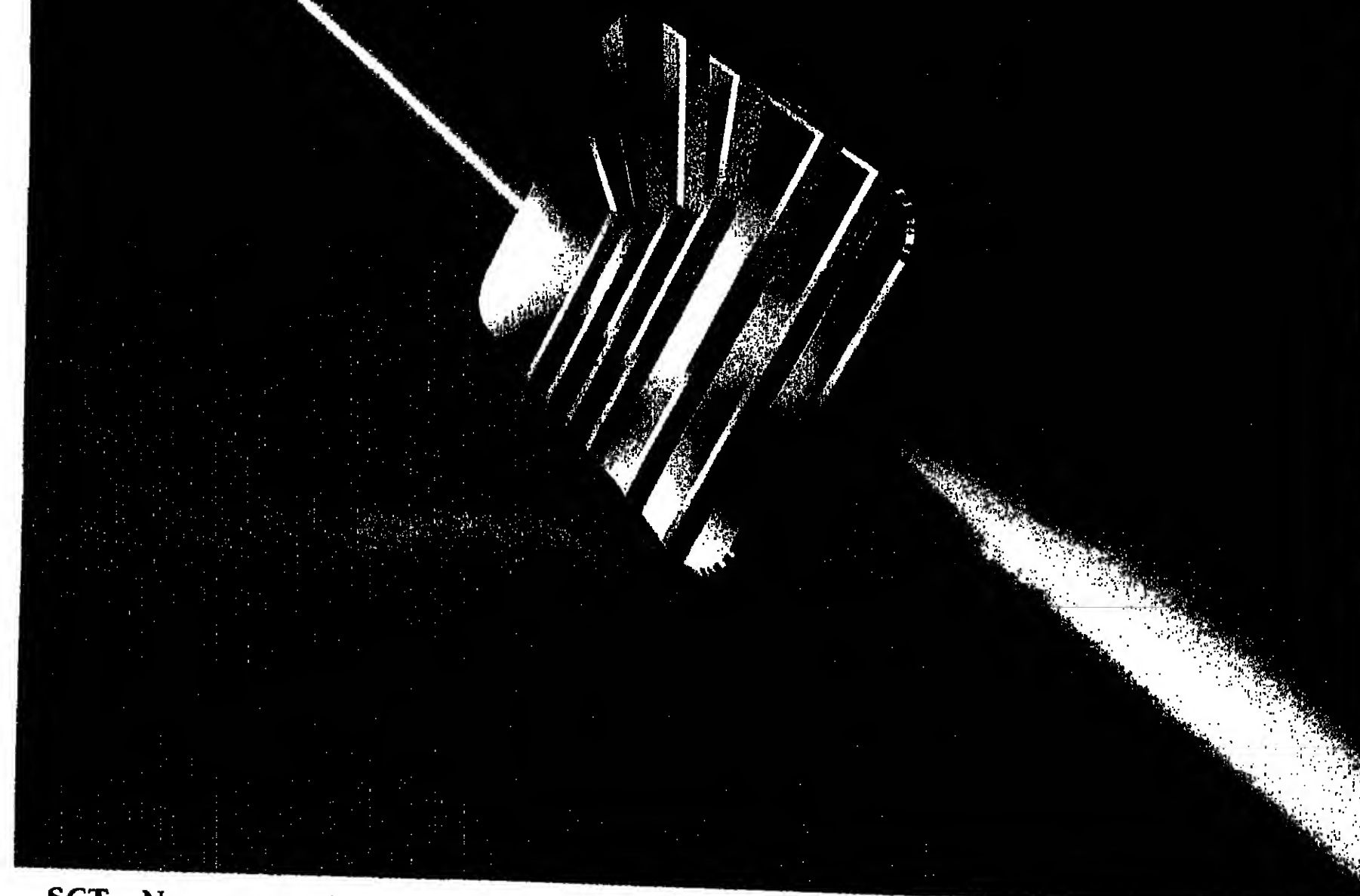
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Early Retirement Catches On

When his university offered to credit Tony Bonadies with three extra years of service, he jumped at the chance. Stories start on Page A11.

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This Week in The Chronicle

July 29, 1992

Scholarship

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A professor uses arguments drawn from philosophy and art to convince those who are not schooled in mathematics that the subject is attractive: A6

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An exhibit at the University of Iowa Museum of Art examines the close relationship between the two: B32

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MARGINALIA

You never know what will turn up on the Internet. We liked this announcement for a mythical new journal (which was labeled "This is a JOKE, slightly serious, from R. Wilk at Indiana"):

Pro Forma
The Magazine
for the Busy Academic
A new journal devoted to those who do not have time to read it.
No articles, no commentary, no book reviews!

All sections can be read in less time than it takes to advise the average undergraduate student.
Here are some of the topics and sections to appear in the first issue:

THE LEGAL ADVISOR
■ "Don't Publish, Don't Perish: Creative Litigation and Tenure"

THE ART OF THE CONFERENCE
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■ Opening remarks for every session:

"These papers admirably demonstrate both the strengths and weaknesses of the field today."

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■ 10 French names that intimidate
■ 10 all-purpose long summary sentences with no content

■ The art of academic flattery through easy key words: *seminal, pathbreaking, essential, fundamental* . . .

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EASIER PUBLISHING
Citation Analysis: Journals in your discipline that are desperate for papers

In and Out of Repeat Publishing:
Change That Title!

THE TENURE AND PROMOTION FILE
How to Form or Join a Citation Circle

■ Agreements that multiply your entries in the annual Citation Index by 10

Obscure Journals That Sound Important
5 Ways to Get Your Book Accepted Without Review

THE PRO FORMA BOOKSHELF
100 One-Line Book Summaries
■ Allows you to freely cite pages, without buying or reading the book!

Bollerplate—A New Computer Program That Writes Half of Your Monograph

There was more, but that's all we have room for.
—C.O.

In Brief

Japanese drop plans to convert N.H. college

ANTRIM, N.H.—Financial problems have brought a halt to plans to convert the defunct Hawthorne College into an aviation school and a multicultural college for students from all over the world.

Maruzen Kensetsu, the Japanese real-estate company that bought the 478-acre campus more than a year ago, said it was facing financial difficulties and could not afford to complete the plan.

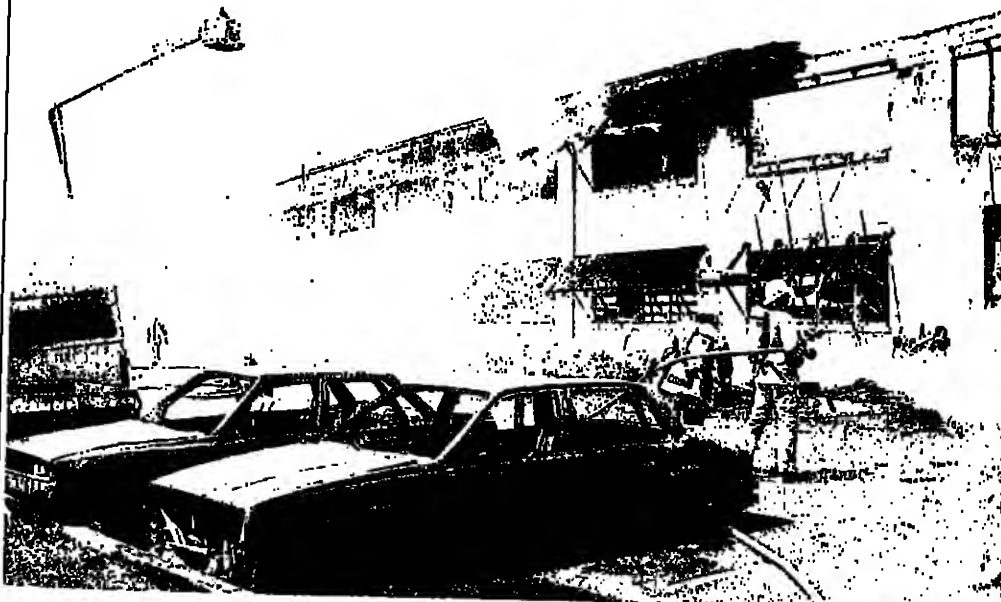
The company had spent \$15-million dollars to renovate buildings for the college and operate the aviation school, which had 18 students and 30 employees. The company had promised \$13-million more to expand the school and build the college, which had not yet opened. "We were in quite a growth mode," said Gene Benson, director of the aviation school and chief administration official of the college. He said it was unlikely that the project would be resumed.

Campus police arrest men for sexual acts

MILWAUKEE — Police at the University of Wisconsin's campus have arrested 80 men over the past two months for lewd and improper behavior in campus restrooms.

The police began monitoring the restrooms after university employees complained they were being subjected to unwanted sexual advances. The police said they had made some of the arrests when men propositioned plainclothes officers.

Most of the arrests were made



Blaze at Oregon State U. damages sophisticated equipment

CORVALLIS, ORE.—A fire at Oregon State University damaged a building and some of the \$4-million worth of mail and printing equipment it housed (above).

The blaze, which began when hot asphalt overflowed from a repair truck, destroyed sophisticated

Lawrence Welk music given to N.D. State U.

FAROO, N.D.—More than 15,000 musical arrangements used on the Lawrence Welk television shows will be donated to North Dakota State University, along with the late band leader's office furniture, photographs, and other memorabilia. Mr. Welk (right), a North Dakota native and the father of "champagne music," died in May.



Corrections

■ A table on graduation rates (*The Chronicle*, July 15) gave incorrect data for freshmen who entered Illinois State University in the fall of 1984 and graduated within six years. The table should have said that 32 per cent of the 24 Asian men and 42 per cent of the 24 Asian women graduated; 18 per cent of the 123 black men and 22 per cent of the 228 black women graduated; 29 per cent of the 24 Hispanic men and 46 per cent of the 26 Hispanic women graduated; and 45 per cent of the 1,370 white men and 53 per cent of the 2,018 white women graduated. Neither the one American Indian male nor the one American Indian female graduated.

Because of incorrect information supplied by Western Kentucky University, the table also erroneously reported the graduation rate for white men at that institution. Thirty-three per cent of the white men who entered in 1984 graduated within six years.

Great Britain and Daniel Shapiro of the United States each received a \$10,000 second prize.

Forty people participated in the nine-day competition, which was open to pianists aged 18 to 33.

Iowa blood donors hope to help foreign student

IOWA CITY—The University of Iowa held a bone-marrow drive this month to find a match for Wen-Ling Wen, a doctoral candidate from Taiwan who has chronic leukemia.

About 340 people turned out to donate blood and see if they could be donors for Ma. Wen, who can be cured only by total replacement of her bone marrow.

Several potential matches have been found. A donor is a potential match if he or she has four of six blood factors that are similar to the patient's. Iowa will not know whether it has found a true match until late August. Colleen Chapman, coordinator of the bone-

marrow drive, said it is unlikely that a donor will be found. "Of all the people who join bone-marrow programs, about 4 per cent will meet requirements and go on to donate," she said.



BUCKLEY WHITE

Auditors say college must repay millions

BUFFERS, N.Y.—The state and local education departments have asked Rockland Community College to repay \$9.8-million in tuition assistance that government auditors say was improperly distributed to more than 3,200 students from 1983 to 1987.

The auditors say the students should not have received aid because they were enrolled in Judaic studies courses that did not meet the criteria for a liberal-arts degree.

College officials argue that the students were eligible to receive aid. The college has filed a lawsuit with the state Supreme Court, asking that the state be barred from recouping the money.

Meanwhile, Rockland County lawmakers are investigating the college's handling of the case.

They say they were not properly informed of the college's potential financial liability. College officials say that they learned only recently of the extent of the disbursements and that they told county officials of the lawsuit.

U. of California to stress teaching and service

OAKLAND, CAL.—The University of California system has revamped its faculty-reward policies to require that teaching and service be given greater consideration in evaluating and promoting professors.

The changes were announced at a meeting of the university's Board of Regents.

The new policies call for rewards for faculty members involved in "mentoring and advising students or new faculty."

The standards used for promoting faculty members to higher salary levels within the rank of full professor also have been modified. In the past, promotion to the higher levels required national or international distinction in research. Now such distinction can be in teaching or research.

The changes grew out of a study by a systemwide panel that found professors were "too often" caught in a "vicious circle" of seeking research grants, leaving them insufficient time for teaching and other activities.



Putting everything in place at Winthrop

ROCK HILL, S.C.—The concrete slabs at the main entrance of the former Winthrop College now read "Winthrop University." Winthrop held a ceremony to

PORTRAIT

'Corrupt Priests' of Academe Brace for Another Hit

By PETER MONAGHAN

STANFORD, CAL. Academics might be flattered to hear their institutions elevated to the status of temples of learning.

They may be less pleased, however, when they read that Martin Anderson says they have intellectually, ethically, and even morally sullied their hallowed place.

Mr. Anderson, a senior fellow at the Hoover Institution on War, Revolution, and Peace, makes his charges in *Impostors in the Temple*, which was published by Simon & Schuster and arrived in bookstores this month. "It has been quite a while," Mr. Anderson writes on its first page, "since anyone spoke of the world of American higher education as a place of integrity. For good reason. Within that world, integrity is dead, having succumbed to the death of a thousand cuts."

The Hoover Institution is a research and public-policy organization affiliated with Stanford University.

The book seems to be guaranteed good play. Mr. Anderson, who has worked at the Hoover Institution since 1971, is scheduled to appear on television's "Today" show next month. And book buyers clearly welcome condemnations of academe. In recent years several critiques have appeared, and some, charging higher education in lurid terms with ravaging its own spirit and failing to give students what they were promised, have sold well.

The central conceit of *Impostors* is the academy as a temple of unimpeachable integrity—"the home of the high priests of the American intellectual world" who should be "brilliant scholars" and "conscientious teachers." Lamentably, Mr. Anderson contends, too many "corrupt priests" have betrayed their profession by disdaining teaching, misrepresenting their research as important, and pushing radical policies.

'Great Pretenders'

Mr. Anderson describes the subversion of higher education by these "great pretenders of academe" as total, although he estimates their number is small and he asserts that American universities are the world's best. The point, he argues, is: "Are they what they profess to be?"

Mr. Anderson says he has been contemplating American higher education for 30 years. He was a policy adviser to Presidents Nixon, Ford, and Reagan. In his previous books, he diagnosed from a libertarian political stance such contentious issues as welfare reform and military conscription.

For his latest book, Mr. Anderson draws on anecdotes from his own experience while studying at Dartmouth College and the Massachusetts Institute of Technology, teaching at Columbia University's business school from 1962 to 1968, and working on the Stanford campus. Most clearly, though, his book is a compendium of criticisms leveled at academe in recent years, many in books he invokes in passing—such as *ProfScam: Professors*



Martin Anderson: Professors nowadays are "the most suspect of America's intellectuals."

and *The Demise of Higher Education*, by Charles Sykes; and *Illiberal Education: The Politics of Race and Sex on Campus*, by Dinesh D'Souza.

Mr. Anderson echoes the indignation of those authors. "We know," he writes, "about the smothering impact of 'politically correct' thought. We know of the assault on the history and values of Western civilization. We know of the financial corruption. We know of policies that judge, not by intellect and achievement, but by skin color—all in the name of anti-racism."

In comparison with earlier books that circulated such indictments, says Stanley Fish, a professor of English at Duke University who has debated some of the critics, *Impostors* is "a fairly shabby performance." Mr. Fish, whose essay on the book is forthcoming in *The Washington Monthly*, calls the book less informed, less intelligent, and less mean-spirited than its predecessors—so "it isn't even fun to read."

Bankruptcy of Integrity

Mr. Anderson discusses many real problems in academe; Mr. Fish allows, but "they are not going to be remedied by someone who points his moral finger at us and says, 'Now you stop doing that.'"

Mr. Anderson assigns blame for the demise of higher education to virtually every constituency in it. Students, he believes, are of lesser character than those in his day, at Dartmouth 35 years ago, when, he notes, his professors were "all walking models of intellectual integrity." Professors nowadays, he says, are "the most suspect of

American's intellectuals." The bankruptcy of integrity, Mr. Anderson suggests, is evident in the inadequate way universities have responded to scandals: overhead-cost scandals, sex and harassment scandals, and incidents of plagiarism and scientific fraud. And, he adds, one scandal—"massive political bias" in faculty appointments and promotions—is being ignored. Almost no academics are Republicans, he contends. The predominance of Democrats "is massive, and I'm simply going to argue there's no way this happened by chance."

Strong Action Recommended

To root out the "impostors," Mr. Anderson recommends strong action, including:

■ Discontinuing tenure and relying on governing boards to guarantee academic freedom.

■ Separating faculties into teachers and researchers, with teachers receiving higher pay.

■ Stopping the use of graduate teaching assistants, whom Mr. Anderson calls "beer-drinking buddies" of undergraduates. He says the current system amounts to "children teaching children," and says professors should be forced to spend more time doing "what they were hired to do" and less on "spurious research and writing."

Mr. Anderson's audience for *Impostors*, he believes, will be "anyone interested in this issue," from trustees to faculty members to professors to students and parents.

He says he wrote his book in an accessible style, figuring that "if I write something very simple and very clear, my academic colleagues might read it."

Root- notes

This has been a year of unlikely acquisitions for the Archives and Library of the Hoover Institution on War, Revolution, and Peace.

First, the bastion of cold-war research and polemics gained permission from the Committee on Archival Affairs of the Russian Federation to microfilm the previously secret records of the Communist Party, from the 1917 Revolution to the present—some 25 million pieces of paper in all.

Now the institute has been given the archives of the Socialist Workers Party of the United States, a New York-based organization formed in 1928 by followers of Leon Trotsky.

The collection contains original manuscripts of Trotsky, including his letters and drafts of his biographies of Lenin and Stalin.

Among the more than 300 boxes of new holdings are documents that are expected to throw light on the American party's internal affairs and dealings with Trotskyist parties around the world. Also among them is an extensive collection of annotated speeches by Fidel Castro. Hoover archivists said officials of the Socialist Workers Party had approached the institute because they were running out of space at their headquarters, and because they saw the value of adding their records of the international Trotskyist movement to the Hoover's existing Trotsky holdings.

As negotiators struggle haltingly toward some kind of resolution of the Israeli-Palestinian conflict, a group of scholars has been working toward providing a few answers of its own.

Last week, a study group of the American Academy of Arts and Sciences released a report outlining a set of nuts-and-bolts suggestions concerning steps to be taken in the transition between Israeli occupation of the West Bank and Gaza and Palestinian self-government.

The study group—made up of American, Israeli, and Palestinian experts on the Middle East—looked at what it called the "realities" of the transition period, such as the practical details of how to begin lifting restrictions on Palestinians' political participation in ways that do not threaten Israeli security.

The report, said Everett Mendelsohn of Harvard University, a co-chairperson of the academy's program on Middle East Security Studies and a member of the study group, was written with an eye toward demonstrating that specific steps to be taken in the transition period are "do-able, non-threatening, and beneficial to both parties."

The report, *Transition to Palestinian Self-Government*, written by Ann Mosely Lesch of Villanova University, will be available in August for \$10 from the American Academy of Arts and Sciences, 136 Irving Street, Cambridge, Mass. 02138.

Scholarship

Championing the Philosophy and Beauty of Mathematics

A professor argues that the subject is 'the loveliest on the face of the earth'

By David L. Wheeler

BETHLEHEM, PA. JERRY P. KING believes he is a member of a highly productive but hidden professional subculture that produces works of extraordinary beauty, a beauty the general public rarely appreciates.

Mr. King, a professor of mathematics at Lehigh University, says mathematics "is the loveliest subject on the face of the earth, even though it's considered by the vast majority of people as something repulsive that should be shunned."

The scientific subculture of research mathematicians is largely invisible, says Mr. King, and few people understand that mathematicians have produced more new work in the last 50 years than they had in the previous 50 centuries. When he explains that fact in lectures to general audiences, they are incredulous. "How could it be?" they mutter. "How come no one told us?"

To remedy this situation, Mr. King has written a book, *The Art of Mathematics*, published by Plenum Publishing Corporation in May, that attempts to convince those who are not educated in mathematics that the subject is attractive. Mr. King uses arguments drawn from philosophy, aesthetics, art criticism, and mathematics itself to prove his point.

Mathematicians know two things about mathematics that non-mathematicians do not, Mr. King said in an interview. One is that all of mathematics flows from a few fundamental principles. The other is that mathematics, at its highest levels, is done for aesthetic reasons.

"You do it because it's pretty," he says, "not because it keeps airplanes in the sky or because it explains the economy."

An Arch of Ideas

Calculus, Mr. King says in his book, is the gateway into beautiful mathematics. Calculus, he says, is an arch of ideas. Integral calculus, on one side of the arch, can answer questions about the speed, at any given instant, of a falling object. Differential calculus, on the other side of the arch, can answer questions about the areas of regions bounded by curved lines. The keystone of the arch is "The Fundamental Theorem," a terse equation that links the two kinds of calculus.

Mr. King says it is astounding that the two sides are connected. Why, he asks, should a formula for the area of a lake have anything to do with a formula for the motion of a penny pitched over the side of the Empire State Building?

Yet without the fundamental theorem and the rest of calculus, he says, most scientific research could not exist. "Mathematics and science stand on calculus," he writes. "as, in Florence, shops that sell you the finest silk, porcelain, and gold stand on the Ponte Vecchio."

At worst, Mr. King believes he may be viewed as a crackpot. At best, he knows he will be considered a maverick. The prevailing trend in mathematics education, he says, is to sell mathematics as a toolbox for professional success in science and engineering. Mr. King would like to sell mathematics as a necessary part of a broader liberal education. He says he is a true believer in Bertrand Russell's statement: "Not the mere fact of living is to be desired but the art of living in the contemplation of great things."

No one can contemplate all of the great things without an understanding of mathematics, says Mr. King, who never uses the word "math" because he believes it is an uncomplimentary diminutive. To lack a

Mathematicians can be bored by teaching what they know, but he urges them to overcome that.

"One cannot help being bored.

Lawn mowing bores me. But I mow anyway. And I mow well."

good understanding of mathematics, he says, is to live without an appreciation for Einstein's theory of relativity or the idea of chaos, where random events struggle to break free from the power of mathematical description.

Mr. King's own attempt at describing the beauty of mathematics and helping the public to understand mathematicians has received wildly varying reviews. "I thought he did an excellent job of portraying the psyche of a university mathematics department," says Lynn A. Steen, a professor of mathematics at Saint Olaf College who has himself written frequently about mathematics for general audiences. Christopher Lehmann-Haupt, in *The New York Times*, wrote that Mr. King "flops as a priest of mathematics, falling as he does to convey the esthetics of his subject."

Mr. King's desire to define what was beautiful about mathematics led him on an unfruitful tour of philosophy. He thought that one of the four classical questions of philosophy—"What is beauty?"—was relevant to what he wanted to write. (The other three ask about reality, justice, and truth.)

Mr. King says he often had the sensation, when reading some classics of modern philosophy, that he was only a page away from a discussion of mathematics. While reading *The Principles of Art* by the late Oxford University philosopher R. G. Collingwood, for example, Mr. King was intrigued by Collingwood's statement that a work of art "is not an artifact; not a

bodily or perceptible thing fabricated by an artist, but something existing solely in the artist's head, a creature of his imagination."

Upon reading that, Mr. King says he thought, "This guy is going to go to mathematics next. Mathematics exists entirely in the mind."

Gesturing out to the Lehigh campus from his third-floor office, Mr. King says, "The number 6 isn't out there. You can turn a rock over and find a 6."

But Collingwood never mentioned mathematics, and Mr. King decided to create his own aesthetic theory. He wondered if mathematics might be able to provide an aesthetic theory for itself, but rejected that idea.

The problem is, he says, that if a mathematician creates a mathematical theory about what makes the best mathematics beautiful, then mathematicians would want a method of checking whether a particular piece of mathematics is beautiful according to the theory. But then the mathematical check itself might also have to be checked, if any assertions about beauty were to hold up. The check of the check would also have to be checked.

"It seemed to me there was the possibility of an infinite regression," Mr. King says.

2 Defining Principles

Mr. King did succeed in devising two aesthetic principles that he thinks define beauty in mathematics. He calls one the principle of minimal completeness: Like a poem with no extra words, a beautiful theorem completely fulfills its mathematical mission without containing any extraneous elements. Mr. King's other principle, of maximal applicability, simply holds that a mathematical "notion" can be widely applied throughout mathematics.

Art criticism also provided some answers to Mr. King's quest. Borrowing from what is sometimes called the Dickie-Danto theory of art, after George Dickie, a professor of philosophy at the University of Illinois, and Arthur C. Danto, a professor of philosophy at Columbia and an art critic for *The Nation*, Mr. King proposes a "mathworld" that corresponds to the "artworld" that the Dickie-Danto theory proposed.

A central element in the Dickie-Danto theory is that art is art because it is presented to a public prepared by art criticism and art theory to accept and understand the art as art. The public was generally ready and willing to look at Andy Warhol's Brillo Boxes as distinct from the ones they saw in the supermarket because critical theories prepared them to see the facsimiles as art. Mr. Danto has argued.

But this creates a problem in mathematics. There are no mathematics critics, and

few mathematicians are trying to prepare the general public, much less the students in their calculus courses, to appreciate the aesthetics of mathematics, Mr. King says. Good research mathematicians are often bored by teaching what they already know, but he admonishes them to try to overcome that. "One cannot help being bored," he writes. "Lawn mowing bores me. But I mow anyway. And I mow well."

A Glimpse to Inspire Students

One way to inspire students, Mr. King believes, is to give them a glimpse of what research mathematics is like. For example, a question that intrigues research mathematicians, says Mr. King, is whether mathematics is being created or discovered. Are mathematicians making up new mathematics as they extend the work of previous generations, or are they discovering mathematics that is already "out there," like the laws of physics?

Mr. King believes mathematicians are creating mathematics, but he says he is in the minority on this issue. If mathematicians are just discovering mathematics, he says, that leads to the question, "Who created it?"

Mr. King also worries about the future of beauty in mathematics research if mathematicians become married to computers. He doesn't believe that a theorem that relies on the use of a computer to check it is "elegant," the adjective of praise that is reserved for the best mathematics.

Mr. King cites the use of computers at the University of Illinois to solve what was known as the four-color problem. The mathematical question originally posed by the problem was whether any map drawn in a plane could be colored with four colors in such a way that all countries with a common boundary would not have the same color.

Before the problem was tackled by the mathematicians who finally solved it, researchers had been able to prove a theorem for five colors. No one had ever been able to draw a map that could not, in some way, be colored with four colors. But no one had been able to write a theorem proving any map could be colored with four colors.

Disturbing Proof by a Computer

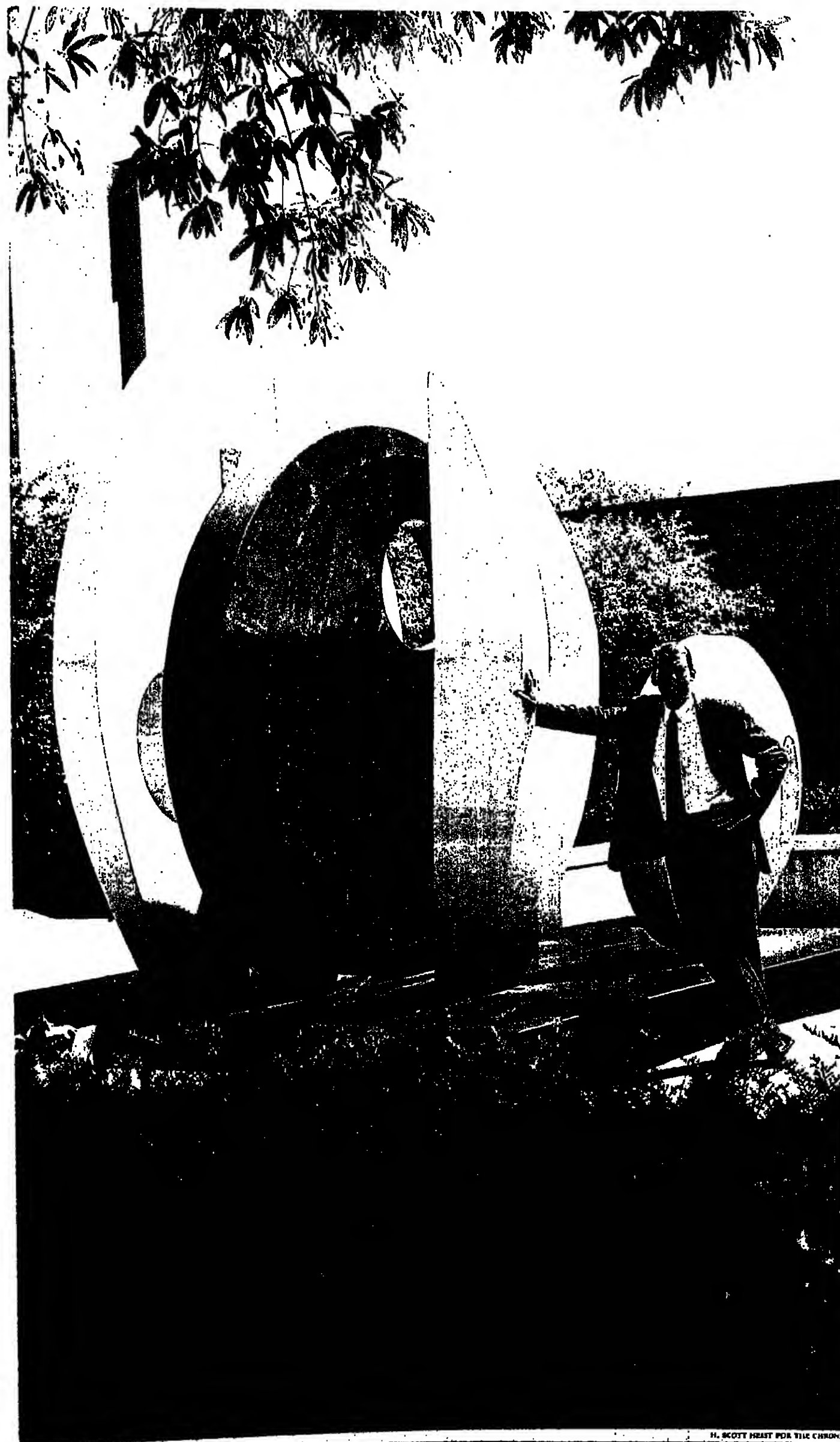
The University of Illinois mathematicians set up a proof that said, essentially, that if any maps of a certain class could be colored with four colors, then all maps could be colored with four colors. They then used a computer to check all of the maps in the class that the theorem depended on. The computer said all maps in that class could be colored with four colors, and so the theorem was considered correct.

This sort of proof disturbs Mr. King. "Is it a proof if no human has checked it or can check it?" he says.

In his book, Mr. King writes that probably nothing is amiss with the proof. But he thinks that the reliance of mathematicians on computers could lead to "a world of disfigured mathematics."

"Truth may choose to live in that world," he says, "but beauty will not." ■

Jerry P. King, a professor of mathematics at Lehigh U., "You do it because it's pretty, not because it keeps airplanes in the sky or because it explains the economy."



By Scott Hest for The Chronicle

Over Countless Chicken Pot Pies, a View of Working-Class Men

Due next month, 'Slim's Table' puts a human face on the usual statistical portraits of the ghetto

By Scott Heller

CHICKEN POT PIE is the special on Thursdays and Sundays at the Valois cafeteria on Chicago's South Side, where a sign beckons visitors: "See Your Food."

Mitchell Duneier discovered the hangout during his third year as a graduate student in sociology at the University of Chicago. Countless orders of his favorite dinner later, he has written a book about the place and its regulars, mostly working-class black men who, he argues, have been damned to invisibility in typical accounts of black America.

Slim's Table: Race, Respectability, and Masculinity puts the 31-year-old Mr. Duneier in heady company. Laudatory book-jacket blurbs came from Studs Terkel, Or-

"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change."

lando Patterson, and Houston A. Baker, Jr. Due out next month from the University of Chicago Press, the book will be reviewed in *The Nation* along with recent works about race by Mr. Terkel, Elijah Anderson, and Andrew Hacker.

This for a book that stands intact as Mr. Duneier's doctoral dissertation. He received his degree in June and is between his second and third years of law school at New York University.

Slim's Table focuses on the black men who gather daily for a hot meal and company at the cafeteria, which borders the university campus in Hyde Park. They include Slim, a quiet and well-respected garage mechanic; Harold, a self-employed exterminator; Ted, a former Army officer who develops photographs for *Playboy*; and Earl, an administrator at the Chicago Board of Education.

The book adds a human face to statistical portraits of the black ghetto, which have shaped public policy about race and poverty. It concentrates on what Mr. Dun-

eier sees as a forgotten majority—working-class men.

As one of the white "university types" who also eat at the diner, Mr. Duneier was slow to gain the trust of the older men. "It took years and years of being there, every single day for three meals a day," he says.

Mr. Duneier offers an admiring portrait of men who find community in the cafeteria, men who embody "quiet satisfaction, pride, inner strength and a genuine expressiveness." Yet they are caught between worlds, "morally isolated" both from mainstream white society and from a younger generation of black men.

The book opens with a lengthy description of the unlikely friendship between Slim and Bart, a bigoted and suspicious white man who hangs out at the cafeteria but scorns many of the other regulars. Slim and several of the others look out for the ornery Bart. They give him rides home on cold nights, and check up on him when he doesn't show up at the Valois for several days. Eventually, Slim contacts members of Bart's family when he is discovered dead inside his apartment.

To Mr. Duneier, what happened between Slim and Bart is the kind of story that is ignored by journalists and sociologists trying to make sense of urban black life. They portray black men either as disaffected members of the underclass or as middle-class Cosby Show yuppies, disconnected from the larger black community.

The men at Slim's table are neither, Mr. Duneier says. "These are not men who find it necessary to show others what 'kinda studs' they are," he writes. "By living in accordance with principles such as pride, civility, sincerity, and discretion, these men confirm for themselves—rather than proving to others—that they possess some of the most important human virtues."

Many Are Social Conservatives

Ultimately, many of the men are social conservatives, critical both of affirmative-action policies and of black youth culture, including rap music. But because they are isolated, they play a minor role in steady-ing their community, Mr. Duneier says. The author is in Manhattan for an inter-

view, on the way to Chicago to attend his official university commencement. Breakfast at a Park Avenue hotel is a long way from the Valois, where an order of bacon and eggs costs \$2.85.

Mr. Duneier rests a copy of Émile Durkheim's collected book reviews on the table. He is bringing the book back to Chicago to return to Edward Shils, his dissertation adviser, whom he acknowledges in *Slim's Table* as "a model professor, a monument of generosity and learning, elegantly deployed."

A leading advocate of an earlier Chicago school of sociology, which emphasizes qualitative research on city life, Mr. Shils encouraged Mr. Duneier to pursue the Valois project as a dissertation topic. The uni-

"I didn't want to romanticize these men. I tried to point out their hypocrisies—while they don't want to be stereotyped, they'll stereotype the behaviors of young black men."

versity's sociology department is better known today for large-scale survey research projects produced by William Julius Wilson and his colleagues.

Slim's Table offers a different picture from that in the recent *Cool Pose: The Dilemmas of Black Manhood in America* (Lexington Books), written by Richard Majors of the University of Wisconsin at Eau Claire and Janet Mancini Billson of the American Sociological Association. *Cool Pose* details how young black men learn to act detached, to cope with racism.

Too many accounts of the black community by reporters and sociologists are hurried efforts that reinforce stereotypes, Mr. Duneier argues. Men like the black regulars at Valois who aspire to the standard of respectability have been left behind by these conventional, impatient treatments of their community," he writes in the book.

In a review to be published in *The Nation* next week, Micaela di Leonardo praises Mr. Duneier for working within the

tradition of urban ethnography. But she criticizes *Slim's Table*—as well as works by Mr. Terkel, Mr. Hacker, and Mr. Anderson—for minimizing the ways in which political and economic policies have continued to disenfranchise blacks in America.

Without such structural analysis, these books (she includes Mr. Wilson's work, too) may ultimately give credence to right-wing thinking about race and poverty, which stresses individual action and values, she says.

'A Rose-Tinted Vision'

"We are subjected, yet again, to a rose-tinted vision of the old Jim Crow ghetto, told over and over how awful all contemporary black kids are, and informed of the perils of today's black woman," writes Ms. di Leonardo, an associate professor of anthropology and women's studies at Northwestern University.

Slim's table, she adds, is "a world of older black men who turn the other cheek to white racism."

Mr. Duneier says he deliberately avoided applying a single theory in doing his fieldwork.

"A lot of ethnographers irresponsibly adopt larger theories, whether Marxist or conservative, to tell their stories of social and cultural change," he says. "I was bent on understanding the world through the eyes of my subjects."

"I didn't want to romanticize these men," he adds. "I tried hard to point out their hypocrisies—that while they don't want to be stereotyped, they'll stereotype the behaviors of young black men."

Still, he feels strongly that programs to help urban blacks will succeed or fail based on whether they mobilize the strength and support of men like those at the cafeteria, whom he calls "the greatest source of social control in the ghetto." With one year left in law school, he is unsure whether to pursue a career in sociology or in law, although he expects to deal with urban issues.

With the breakfast dishes cleared away, a waiter brings the check. Mr. Duneier leans over to take a look. "I've never seen a breakfast bill for \$33," he says, a little shocked. "You've got to go to the Valois."



HALP-FINN HESTROP, SABA, FOR THE CHRONICLE

Scholarship Publishing

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Language Shift and Cultural Reproduction: Socialization, Self, and Syncretism in Papua New Guinea Village, by Don Kalsik (Cambridge University Press; 30 pages; \$39.95). Examines why Guinean villagers in the Sepik region are abandoning their own language in favor of more widely spoken vernacular.
Manufacturing Against the Odds: Small-Scale Producers in an Andean City, by Hans Boeckler and Judith-Maria Boeckler (Westview Press; 325 pages; \$33). A study of artisans and small-scale manufacturers in La Paz, Bolivia.
Society and Exchange in Nias, by Andrew Ross (Oxford University Press; 314 pages; \$70). Focuses on "feasts of war" in a study of ceremonial exchange and kinship on Nias, an island off Sumatra, Indonesia.

ARCHAEOLOGY

Death, Society, and Ideology in a Hohokam Community, by Randall H. McGuire (Westview Press; 209 pages; \$35). Uses data from more than 200 graves to reconstruct the social structure of the early inhabitants of the Arizona site of La Ocho (A.D. 725-1100).

ART AND ARCHITECTURE

Osman Art in the Service of the Empire, by Zdzislaw Zygmunt, Jr. (New York University Press; 192 pages; \$50). Discusses flags, shields, tents, and other examples of the decorative military art of the Ottoman Empire.
The Renaissance, by John Timpert (MIT Press; 195 pages; \$25). Studies of hazards, falls, and other design (210 pages; \$32.50). Examines the design, architectural history, and hazards of staircases; the two volumes are also available as a set for \$55.

CLASSICAL STUDIES

The Composition of Aristotle's "Athenian Polity": Observation and Explanation, by John J. Keaney (Oxford University Press; 288 pages; \$39.95). Defends the attribution of the *Constitution of Athens* to Aristotle, and describes the text's discovery in the late 19th century.
De Bellis Chelidoni, Book II, edited by Elaine Fantham (Cambridge University Press; 256 pages; \$59.95 hardcover, \$29.95 paperback). Edition, with commentary, of the second book of the first-century Roman writer's narrative of the war between Caesar and Pompey.

COMPUTER SCIENCE

"Do Everything": Reform: The Reform Oratory of Phrascolus E. Willard, by Richard W. Looman (Greenwood Press; 224 pages; \$49.95). A study of the 19th-century American suffragette and temperance leader.

The Rhetorical Uses of the Authorizing Figure Fidel Castro and José Martí, by Donald S. Rice (Praeger Publishers; 184 pages; \$39.95). Analyzes Mr. Castro's references to his 19th-century revolutionary predecessor, a leader in Cuba's struggle for independence from Spain.

COMPUTER SCIENCE

Methods, Innovation, Technology Case Studies of Technical Communication in Technology Transfers, by Stephen D. Brown (MIT Press; 279 pages; \$35). Explores rhetorical aspects of the communication of new technologies, or "transferring" as perceived by those in the workplace; examples include the role of technical writers in the emergency response of a large-scale software product.
Topics in Logic Programming, edited by D. Borra (MIT Press; 325 pages; \$39.95). Includes original essays on type theory in computer science.

CULTURAL STUDIES

Enlightened Racism: "The Cosby Show," Audiences, and the Myth of the American Dream, by Sut Jhally and Justin Lewis (Westview Press; 152 pages; \$39.95 hardcover, \$14.95 paperback). Analyzes black and white viewers' attitudes toward "The Cosby Show" and issues of class and race in general.
Vinyl Leaves: Walt Disney World and America, by Stephen M. Hjeltnum (Westview Press; 492 pages; \$45 hardcover, \$18.95 paperback). Examines the history, political economy, technological infrastructure, and wider cultural significance of the Florida theme park.

ECONOMICS

Buying Greenhouse Insurance: The Economic Costs of CO₂ Emission Limits, by Alan Munne and Richard Richels (MIT Press; 192 pages; \$25). Presents a model for determining the region-by-region costs of reducing carbon-dioxide emissions.

Corporate Takeovers and Productivity, by Frank R. Lichtenberg (MIT Press; 168 pages; \$29.95). Argues that the high level of corporate mergers and acquisitions in the United States during the 1980's contributed to increased productivity and international competitiveness.

Income and Inequality: The Role of the Service Sector in the Changing Distribution of Income, by Cathy Kasstab (Greenwood Press; 176 pages; \$45). Considers how the rise in service-sector employment has affected aggregate community income in rural and urban areas of the United States.

Urban Public Finance in Developing Countries, by Roy W. Bahl and Johannes Linn (Oxford University Press; 568 pages; \$59.95). Presents a method of evaluating a developing country's capacity to maintain and expand its urban infrastructure.

Urban Structure and the Labour Market: Worker Mobility, Commuting, and Under-

employment in Cities, by Wayne Simpson (Oxford University Press; 216 pages; \$48). Analyzes the relationship between workplace location and such problems as underemployment.

FILM STUDIES

Bio/Pics: How Hollywood Constructed Public History, by George F. Custon (Rutgers University Press; 304 pages; \$40 hardcover, \$14.95 paperback). Explores the ideological character of biographical films produced by major Hollywood studios from 1927 to 1960.

Visions of Empire: Political Imagery in Contemporary American Film, by Stephen Prince (Praeger Publishers; 240 pages; \$47.95 hardcover, \$15.95 paperback). Considers how *Top Gun*, *Salvador*, and other films acted as vehicles for the expression or critique of mainstream political and social values in the 1980's.

GEOGRAPHY

Contested Lands: Conflict and Compromise in New Jersey's Pine Barrens, by

Robert J. Mason (Temple University Press; 272 pages; \$44.95). Examines conflicts over land-use restrictions on the reserve, which is administered by a 15-member commission appointed from the local, state, and federal levels.

Disease and Death in Early Colonial Mexico: Simulating Amerindian Depopulation, by Thomas M. Whitmore (Westview Press; 261 pages; \$36). Uses a computer-based model to estimate the indigenous population of Mexico before and after the Spanish conquest.

HISTORY

Aristocratic Liberalism: The Social and Political Thought of Jacob Burckhardt, John Stuart Mill, and Alexis de Tocqueville, by Alan S. Khan (Oxford University Press; 240 pages; \$39.95). Argues that the three men shared an aristocratic liberalism characterized by such attitudes as a distaste for the working and middle classes and an opposition to the commercial spirit.

The Business of Newspapers on the
Continued on Following Page

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04 USC 262

With Ice-T under fire for "Cop Killer" and Sister Souljah on the cover of *Newsweek*, rap music continues to stir controversy.

Coming soon are writings from a posse of academics who, in general, defend the music and dis its attackers. Their work also marks a generational dividing line between academics who consider rap as a literary form and a younger group that writes about the music, the marketing, and the dance styles.

Houston A. Baker, Jr., of the University of Pennsylvania will publish *Black Studies, Rap, and the Academy* with the University of Chicago Press next spring. The book includes a discussion of the 2 Live Crew obscenity trial and the Central Park "wilding" incident. Mr. Baker is bound to get some people angry with one point: He argues that even though most rap music is politically progressive, 2 Live Crew's album should have been banned as obscene.

In the fall of 1993, Temple University Press plans to publish *Droppin' Science: Critical Essays on Rap and Hip Hop Culture*, edited by William Eric Perkins. The book includes articles on Los Angeles-based "gangsta" rap by a University of Michigan historian, Robin D. G. Kelley, and security and insurance at rap concerts by Tricia Rose of Rutgers University.

Mr. Kelley and Ms. Rose are academics who grew up with rap and hip-hop music. Now, Mr. Kelley says, "there are people jumping on the hip-hop bandwagon and they've only listened to four CD's. It shows a disregard for the complexity of it all."

Janet M. Francendese, senior acquisitions editor at Temple, on the other hand, admits that she often can't tell one rap song from another.

Hot Type

And she isn't really sure what "droppin' science" means. (The answer: to disseminate knowledge.)

Duke University Press has already reaped rewards from rap. *Black Sacred Music: A Journal of Theomusicology* devoted a special issue to rap and quickly sold out its 1,000-copy run. The press reprinted the issue and may expand it into a book.

Wesleyan University Press and the University of Minnesota Press are in the market for rap-related books, editors there say. They warn, though, that sophisticated scholarship is still rare. Editors at several presses have approached Ms. Rose about turning her Brown University dissertation into a book. Her take on the music? Like other popular-culture forms, rap is full of contradictions, laying bare the "tensions between profit, pleasure, and consumption." Says Ms. Rose: "I'm not uncomfortable with rap's flaws because I don't expect rappers or people who listen to rap to be Gandhi."

Niko Pfund was sitting at his desk at New York University Press when the phone rang and suddenly he found himself talking to Ruth Westheimer. "Dr. Ruth" is an adjunct professor at NYU and had a book project she wanted to discuss with Mr. Pfund, an editor at the press.

Dr. Ruth told Mr. Pfund that she had been watching television and had seen footage of the airlifts last year of Ethiopian Jews from Addis Ababa to Tel Aviv. A Holocaust survivor who emigrated to Israel when she was 17, Dr. Ruth was moved by the sight of thousands of people thrust from isolated villages into modern Israeli society. Wanting to make their exodus better known in the West, she began raising money and eventually had enough to produce a documentary on Ethiopian Jews and their assimilation into Israeli society.

Dr. Ruth knew the press would be releasing a book by Stephen Kaplan, an expert on Ethiopian Jewry and chairman of the African Studies Department at the Hebrew University of Jerusalem. Mr. Kaplan's book, *The Beta Israel (Falasha) in Ethiopia: From Earliest Times to the Twentieth Century*, is being published this month. She wanted to know if the press would be interested in publishing a companion volume to the documentary.

The day after the phone call, Dr. Ruth was in Mr. Pfund's office. After a meeting with the director, the press signed a contract with her on the spot. "She kissed both me and my director twice on both cheeks, reiterated how 'fantastic' it was that we would be working together and off she went, contract in hand," Mr. Pfund says. "It was the first time in my life that a book was introduced and signed at the same meeting."

In October, PBS will air "Surviving Salvation: The Ethiopian Jewish Family in Transition." Shortly after, the press will release the book of the same title, written by Dr. Ruth and Mr. Kaplan.

In Box

Rita J. Kaplan is once again trying to focus attention on the case of Heidi S. Weissmann.

In her latest effort, Mrs. Kaplan, secretary of the Rita J. and Stanley H. Kaplan Foundation, along with 29 co-signers, has sent a letter to trustees at Yeshiva University and to Albert Einstein College of Medicine and the Montefiore Medical Center. The letter asks them to resolve their legal battles with Dr. Weissmann, a former associate professor of radiology and nuclear medicine.

While this is Mrs. Kaplan's eighth letter on behalf of Dr. Weissmann in three years, it is the first with backing from outside observers.

Her latest letter was signed by individuals and members of such organizations as the American Association of University Women, the American Medical Association, and the National Academy of Sciences Panel on Scientific Responsibility and the Conduct of Research Recipients.

The letter calls on trustees to resolve the case, which began in 1987 when Dr. Weissmann first sued a colleague for copyright infringement. Dr. Weissmann won that case in federal appeals court against Leonard M. Freeman, vice-

chairman of the medical school's nuclear-medicine department. Dr. Weissmann says that after she and Dr. Freeman, the university had her by locking her out of her office. The university says she quit. Dr. Weissmann also sued the university for sex discrimination. That case is pending. Dr. Weissmann says that she has lost more than a million dollars in lost pay and legal expenses and that she can't find work in another medical school.

Mrs. Kaplan's latest letter reminds the university that it has an obligation to "ensure that the accused as well as the accused do not suffer professionally."

A spokesman for the medical college said that the trustees had not authorized a response to Mrs. Kaplan's letter. In addition, he reiterated earlier comments that the college had not wronged Dr. Weissmann.

A lecturer and a graduate of Muhlenberg College have teamed up to create a board game designed to entertain while building vocabulary.

Mary Redline, a lecturer in the classics, and Eleanor Brinker, a 1985 alumna, came up with the game, "Ludi at the Circus Maximus." It recreates the arena in ancient Rome where chariot races and other athletic events were held.

Players roll the dice and move their miniature chariots around the track. Players land on spaces containing prefixes and must create words using the prefix to advance.

More than 1,000 of the 5,000 games produced have been sold. The game is available for \$30 from Doreco, 6336 Mountain Road, Mechanicsville, Pa. 17052.

Personal & Professional



R. Kenneth Hutchinson, associate vice-president for human resources in the U. of Missouri system: "This was a humane way of dealing with some very difficult budget issues."

Colleges Debate Benefits of Early-Retirement Plans as a Way to Shrink Budgets and Avoid Layoffs

A humane approach to reducing faculties and staff, or firing a cannon into a crowd?

By Denise K. Wagner

AS COLLEGES and universities feel the squeeze of reduced revenues, more and more are resorting to early-retirement incentives as a way to shrink their operations.

Campus administrators say early-retirement programs are a more "humane" approach to reducing the size of their faculties and staffs—and are more politically palatable—than layoffs or program cuts.

"It's a means of getting smaller gracefully," says R. Kenneth Hutchinson, associate vice-president for human resources for the University of Missouri system, which this year offered employees a one-time-only incentive to retire early. "This was a humane way of dealing with some very difficult budget issues."

Incentives Vary

Early-retirement incentives vary from campus to campus. Typically, colleges offer to add three to five years to employees' service records or to calculate their pension benefits as if they were three to five years older—both of which result in a higher pension. Some colleges limit who is eligible—for instance, requiring employees to be at least 55 years old. While they face added costs for the early-retirement incentives, colleges win by saving on salaries and certain benefits.

Of 1,700 faculty and staff members who

were eligible at Missouri, about 700 took advantage of the early-retirement incentives. Some of the positions will be refilled, but many will not. The savings will be used to pay for deferred maintenance on the system's campuses and other unmet needs, Mr. Hutchinson says.

It is unclear just how much the system will save after filling some of the positions. Mr. Hutchinson says the retirees accounted for about \$23-million a year in payroll costs, and he estimates that the annual savings will be roughly half that amount. A portion of the savings will be used to pay for the incentive plan. The added pension benefits will cost \$2.5-million a year for the next 20 years.

Many academic deans and benefits specialists caution that early-retirement plans can have unintended consequences and may not be the most rational way to restructure institutions. Such plans can leave some departments decimated, they say, while others are untouched.

"It's like firing a cannon into the crowd," says Robert M. Wilson, vice-president emeritus of the Johns Hopkins University and a benefits consultant. "You just don't know who you're going to hit. You may find out that you're producing exactly the wrong kinds of results."

Some critics contend that early-retirement plans may end up costing more than

they save if the incentive is too generous and if institutions replace the retirees instead of eliminating some jobs.

Says Katharine H. Hanson, executive director of the Consortium on Financing Higher Education: "Until now, the reasons for using early-retirement plans were not so much financial savings, but concerns about changing the curriculum, revitalizing departments, or perhaps doing more affirmative-action hiring."

"What you're hearing now is, 'Let's use early retirement to reduce the size of the faculty altogether.'"

One-Time-Only Offers

Dozens of public and private colleges offered special incentives in academic 1991-92 to encourage early retirements.

Over the last year or two, many public institutions have been creating one-time-only early-retirement plans and giving employees only a few months to decide whether to take advantage of them. Some, such as Missouri and Central Michigan and Bowling Green State Universities, offered the incentives on their own initiative. Others, such as the Connecticut State University System, acted under state mandates that applied to all public employees.

Some private institutions, such as Harvard University, offered early-retirement

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NEW SCHOLARLY BOOKS

Continued From Preceding Page
Western Frontier, by Barbara Cloud (University of Nevada Press; 288 pages; \$27.95). Focuses on the economic challenges of newspaper publishing on the Western frontier from 1846 to 1890.

Camp Floyd and the Mormons: The Utah War, by Donald R. Moorman with Cenc A. Sessions (University of Utah Press; 332 pages; \$29.95). Examines Mormon reactions to the presence of U. S. Army troops in the Utah Territory from 1857 to the abandonment of Camp Floyd at the outbreak of the Civil War.

The Catholic Church in Peru, 1821-1988: A Social History, by Jeffrey Klaber (Catholic University of America Press; 417 pages; \$49.95). Focuses on the church's responses to political and social movements since Peru's independence from Spain in 1821.

Kikuyu Women, the "Mau Mau" Rebellion, and Social Change in Kenya, by Cora Ann Prossley (Westview Press; 213 pages; \$32). Examines the experiences of Kikuyu women under British colonialism, and describes their role in the anti-colonial Mau Mau rebellion.

Philanthropy and the Hospital of London: The King's Fund, 1897-1990, by R. K. Prochaska (Oxford University Press; 330 pages; \$65). Discusses the philanthropic fund that was the chief source of support for "voluntary" hospitals in London before the creation of the National Health Service.

Voyager from Xanadu: Rabban Sauma and the First Journey From China to the West, by Morris Rossabi (Kodansha International; 210 pages; \$25). Describes the voyage from China to Paris of a Christian monk who set off on a religious pilgrimage to the Middle East in the 1270's and then was dispatched to Europe by the Mongol ruler of Persia to ask for help in a campaign against the Egyptian rulers of the Holy Land.

Women's Orient: Englishwomen and the Middle East, 1718-1818: Sexuality, Religion, and Work, by Billie Melman (University of Michigan Press; 440 pages; \$39.50). Discusses the writings of female travelers, scholars, missionaries, and other visitors to the re-

gion whose observations of Islamic culture challenged patriarchal notions of the exotic.

LINGUISTICS

Locality: A Theory and Some of Its Empirical Consequences, by Maria Rita Manzini (MIT Press; 192 pages; \$35 hardcover, \$16.95 paperback).

Move or Conditions on Its Application and Output, by Howard Lasnik and Mo-



more Salto (MIT Press; 230 pages; \$29.95). A work in syntactic theory.

LITERATURE

Design in Puritan American Literature, by William J. Schelck (University Press of Kentucky; 167 pages; \$25). Examines how William Bradford, Anne Bradstreet, and four other Puritan writers used language to celebrate divine artistry while avoiding the problem of authorial self-idolatry.

Dreaming in the Middle Ages, by Steven F. Kruger (Cambridge University Press; 272 pages; \$59.95). Ex-

plores theories and images of dreaming in medieval literary, autobiographical, legal, philosophical, and theological works.

The Intelligence, by Jonathan Swift and Thomas Sheridan, edited by James Woolley (Oxford University Press; 384 pages; \$98). Edition, with commentary, of pamphlets on Irish politics published anonymously by Swift and his friend.

Religion and Sexuality in American Fiction, by Ann-Janine Morey (Cambridge University Press; 304 pages; \$44.95). Examines the relationship between sexuality and religion in canonical and non-canonical American literature from Hawthorne to John Updike.

The Rhetoric of Courtship in Elizabethan Language and Literature, by Catherine Bates (Cambridge University Press; 262 pages; \$34.95). Considers how such writers and courtiers as John Lyly and Philip Sidney interacted with Elizabeth I within a system of patronage, and how they portrayed that relationship in their literary images of courtship.

Philosophy

Natural Law Theory: Contemporary Essays, edited by Robert P. George (Oxford University Press; 384 pages; \$39.95). Includes original essays on natural-law theories of morality, law, and politics.

Talk About Beliefs, by Mark Crimmins (MIT Press; 224 pages; \$25). Defends the notion that in reporting a person's beliefs, one is making claims about both the propositional content of those beliefs and cognitive representations.

Political Science

Coffee: The Political Economy of an Export Industry in Papua New Guinea, by Randal O. Stewart (Westview Press; 316 pages; \$45). Discusses the development of the country's coffee industry since colonial times, and argues that small producers are ill served by the International Coffee Agreement.

Judge Says Corporations Must Pay to Reprint Copyrighted Articles

NEW YORK

A federal judge ruled here last week that corporations that copy scientific articles for internal use must obtain permission and compensate the copyright holders.

The decision came in a suit filed by a group of journal publishers against Texaco Inc. U.S. District Judge Pierre Leval of the Southern District of New York ruled that the "fair use" doctrine did not give Texaco or other companies the right to use articles without permission.

Texaco officials could not be reached for comment when the decision was handed down last week.

Karen Hunter, vice-president and assistant to the chairman at Elsevier Science Publishers, said the decision was a "landmark" for journal publishing. Elsevier was one of the publishers that sued Texaco.

Ms. Hunter said that, traditionally, publishers and authors had been assured of fair compensation because companies that wanted to distribute journal articles would buy multiple copies. "In the simple world of the past, if a company had 12 sites, you sold 12 copies," she said.

With widespread electronic communication, she said, publishers and authors have lost out because some large companies have bought single copies and then distributed them widely. "The easier

it is to photocopy, the easier it is to put the articles over a network, the more sales are very seriously hurt by that copying," Ms. Hunter added.

Elsevier and other publishers tried to negotiate an agreement with Texaco, she said, but the company was willing to make "only token payments."

Rates Vary Widely

Other companies, she said, have agreed to seek permission to use individual articles or entire journals on either a per-article or per-journal rate. The rates vary widely, depending on the publisher and the proposed use of material, Ms. Hunter said.

She added that it was hard to determine who would benefit the most from the ruling, in a financial sense.

Authors have different kinds of agreements with journals, she said, and journals have varying arrangements with the companies or scientific societies that manage the journals.

"The flow of funds will depend on the ownership of the journal," she said.

Ms. Hunter stressed that the publishers did not want to inhibit the availability of journal articles, but only to insure fair payment for them. "The last thing anyone wants is to stop their material from being used," she said.

Colleges Debate the Benefits of Early-Retirement Plans

Continued From Preceding Page
incentives but only for staff members. Ms. Hanson says many private colleges already had early-retirement plans in place but decided to offer enriched incentives in an effort to reduce their size.

The trend promises to continue, particularly in economically troubled states such as California. This month the Board of Regents of the University of California system approved a second early-retirement incentive plan to be offered in the fall. About 3,500 employees of the approximately 8,500 who were eligible for the first plan in 1991 took early retirement, saving the system \$75-million. Roughly half of the 3,500 positions were eliminated, a spokesman for the UC system says. An additional 8,000 employees are eligible for the second plan.

Part-Time Roles

Administrators on some campuses are spending the summer dealing with the fallout of losing dozens of experienced faculty and staff members to early retirement. Many are scrambling to hire people—usually at the lower-paid rank of assistant professor—to replace some of the retirees. Others will bring the retirees back to their campuses this fall in part-time roles. In many instances, officials are not rehiring.

At the University of California at Berkeley, about 160 faculty members of the 1,650 eligible took the early-retirement incentive offered in 1991.

Berkeley has compensated for the loss of faculty members by hiring lecturers and visiting professors, retaining some of the retirees to teach on a part-time basis, enlarging some classes, and making more use of recent doctoral recipients as teaching assistants, says John L. Heilbron, Berkeley's vice-chancellor.

The second early-retirement plan just approved by the UC regents may have a more damaging impact on the Berkeley campus, he says, in part because it may induce younger faculty members to retire. To qualify, employees must be at least 50 years old.

Faculty members are eligible if the sum of their age and years of service equals at least 78. Still, he and others at Berkeley say that losing professors to early retirement seems like a luxury when the alternative is to lay off tenured faculty members.

Easy Way Out

Officials on other campuses are not so sure. An administrator at one of the University of Missouri campuses calls the system's early-retirement plan a "disruption" and believes officials took the easy way out. "Selective program elimination would be the better route," says the official, who asked not to be named. "It's a tougher route, but that's what administrators are paid to do—to make the tough decisions."

Employees had to be at least 55 years old to be eligible for Missouri's incentive plan. Under the system's retirement formula, a 55-year-old professor with a salary of \$50,000 and 30 years of service

would receive an annual pension of \$31,995 with the early-retirement incentive, compared with \$21,331 without the incentive.

At the Columbia campus, about 104 faculty members and 197 staff members—about 40 per cent of the 742 who were eligible—took early retirement. The campus had a total of 1,944 faculty members and 3,657 staff members.

With solid planning, says Larry D. Clark, dean of the College of Arts and Sciences at the Columbia campus, the savings from the early retirements should make the campus stronger. But he fears that some salary inequities may result in the process of hiring new professors to replace some of the retirees. To recruit new faculty members, the university will have to pay the salaries demanded by the job market, while the salaries of current professors have not necessarily kept pace with the market, he says.

Effects on Administrations

Administrative operations can also be shaken up by too many retirements. Mr. Otto at the Columbia campus says the university's payroll and cashier's offices lost eight of 30 employees.

Many of those who retired knew the payroll system intimately, and

their departures left a gap in its operation. Mr. Otto says. "We lose the memory of how we used to do things and why, but it also provides an opportunity for people to move up."

Sometimes institutions have had no choice about offering early-retirement incentives. The four campuses in the Connecticut State University System lost nearly 140 of their 1,030 faculty members this summer as a result of an early-retirement option offered to all public employees in the state. The university system was not seeking to cut its workforce, but got caught up in the state's effort to balance its budget, says David C. Newton, vice-president for personnel in the Connecticut system.

"We're all sick and tired of going to retirement parties," Mr. Newton says. "Was there a better course of action for the state? Probably not."

Mr. Newton says he has no figures as yet for how much money the plan saved the system. But he says the average salary of the retirees was \$54,000, while the average salary of the replacements is between \$32,000 and \$42,000.

Central Connecticut State University alone lost 62 professors to early retirement, about 15 per cent

of its total faculty, says Karen C. Beyard, vice-president for academic affairs.

"We lost 2 of 5 anthropologists, 6 of 14 biologists, and virtually the entire vocational-educational area," Ms. Beyard says.

The early-retirement plan has helped the university deal with a budget shortfall caused in part by lower state appropriations in recent years, Ms. Beyard says. The university has saved about \$900,000 by replacing the retiring full professors with lower-paid assistant professors.

Having new faculty members on campus, though, translates into a few added expenses: Junior faculty members are still getting established in their fields and need money to travel to conferences. New scientists need start-up funds for their laboratories.

With all the new faces on the campus this fall, Ms. Beyard says, "there will be a sense of the ground shifting under our feet."

Normally, the autumn faculty orientation is a day-long affair, but she's planning a series of seminars on faculty-development opportunities and other topics to take place throughout the first semester.

"We'll weather this," she says, "and end up being a stronger university five years down the line. But it will take several years of transition."

Many Early-Retirement Plans Offer Professors Better Benefits and the Option of Maintaining Ties to Their Institutions



Tony Bonadies: "I'd have to wait an additional three to four years to get the same kind of retirement package I was able to get now."

Tony Bonadies wasn't even thinking about retiring from his job as chairman of the art department at Southern Connecticut State University. He was only 61 and still had a son in college. But when officials unveiled an early-retirement incentive plan in academic 1991-92, he took the bait.

"I'd have to wait an additional three to four years to get the same kind of retirement package I was able to get now," he says. Under the university's incentive plan, Mr. Bonadies was credited with three extra years of service, which increased his pension benefits.

Faculty members decide to retire for a variety of reasons. Some leave because of poor health. Some want to change careers. But the main reason, usually, is that it makes financial sense.

"An early-retirement program can enhance someone's ability to afford to retire early, or it can make it so they can't afford not to," says G. Gregory Lozier, executive director of planning and analysis at Pennsylvania State University, who researches retirement issues.

Just because employees take advantage of an early-retirement program for financial reasons, however, doesn't mean they want to stop working. Bernard J. Zawissa, who identifies his age as "past 66," was also a professor in the art department at Southern Connecticut State until he took the early-retirement incentive this year.

"Maybe it is time to retire and give someone else a chance," Mr. Zawissa says. "But at the same time, I really wanted to stay."

Mr. Zawissa, an artist, plans to

continue painting during his retirement. But he is not stopping his teaching altogether. He'll be giving an advanced-painting class at the university this fall, and hopes to continue teaching part time for several years.

An Added Bonus

Many academics who retire early maintain ties with their institutions. Mr. Bonadies says he, too, isn't ready to sever all his ties with Southern Connecticut. He'll be working part-time as director of the campus art gallery this fall.

While early-retirement incentives induce some people to retire who wouldn't do so otherwise, they provide an added bonus for those who were going to retire anyway.

One such person is Gene A. Brucker, a professor emeritus of history at the University of California at Berkeley. He had decided to retire before he learned about the early-retirement incentives offered by the UC system last year. His pension is based on years of service, and the early-retirement incentive added five years to his service record. "It added quite a bit to my pension," he says.

Mr. Brucker plans to spend his days traveling and continuing his research on the subject of Florentine history.

While he is still reading dissertations for some graduate students, the 67-year-old scholar has no plans to continue teaching part time at Berkeley and has given up his office.

"I've done it long enough," Mr. Brucker says. "I was getting tired. For me, the great benefit is I don't have to worry about tomorrow's lecture."

—DENISE K. MAGNER

Personal & Professional

New Group Aims to 'Restructure' Nation's Colleges

By KIT LIVERLY

A small organization with ambitions is being formed to help colleges improve their academic quality while cutting costs.

The group, the Alliance for Higher Education, wants colleges to "restructure" themselves, thinking how they approach parts of campus life from the curriculum to the administration and their compensation practices.

The idea is the brainchild of Richard B. Heydinger, a former lobbyist and vice-president for external affairs at the University of Minnesota who says he is drawing on many concerns he has heard from the public in recent years.

Already Attracted Support

Because the group is just forming, it hasn't worked out a lot of details—though it has already attracted support from a few prominent educators. Mr. Heydinger, who will serve as the group's executive director, is just now putting together a steering committee.

Four people who have agreed to serve on the committee are William F. Massy, director of Stanford's Institute for Higher Education Research; Michael O'Keefe, executive vice-president of the McKnight Foundation; James L. Mingle, executive director of the State Higher Education Executive Officers; and Jennifer Alstad, 1991-92 student-body president at the University of Minnesota-Twin Cities. Mr. Heydinger says he wants to add up to 12 more members, including business leaders.

"There's a tremendous need for fundamental restructuring of bureaucratic education," Mr. Mingle says. "It seems unrealistic that, while the rest of the American economy and institutions go through fundamental restructuring, higher education be immune."

5 Broad Goals

The alliance's literature lists five broad goals for participating colleges, including improved retention and graduation rates, improved job placement for graduates, and a demonstration that "students are prepared to be active citizens in a collaborative, ever-changing, international arena."

The alliance, he says, will equip colleges with "tool kits" to guide them in making the broad-based changes. The tools for improving job placement might include advice from consultants on how to set up an off-campus work program for students or how to establish a senior-level course for students to solve real-world problems.

Many of those ideas are already in practice, Mr. Heydinger says, so the alliance's job will be to introduce the good ones to more campuses. He estimates that the first year of work will cost \$300,000 to \$400,000 and says that he has started talking to potential donors.

Participating colleges will have to bear some of the group's costs, although alliance members could contribute work as in-kind donations, Mr. Heydinger says.

On Line

The announcement that the new edition of the guidebook "Zen and the Art of the Internet" will be available only in paperback prompted a spirited exchange this month on the global network.

Zen, a beginner's guide to the peculiarities of the network of networks, was written by Brendan P. Kehoe, a computer-science major at Widener University. The first edition, issued early this year, is available free on the Internet. The updated edition, published this month by Prentice Hall, costs \$22.

Academics who thought the first edition was useful would have found little consolation in Mr. Kehoe's assertion that the new guide, which they cannot obtain electronically, is "cleaner, more professionally composed, and far more complete than its predecessor."

David Tyckoson, head reference librarian at the State University of New York at Albany, complained that the paper publication of an electronic book sends a "disturbing" message about the use of the Internet.

"What this says to me is that some publishers have found that there is money to be made on them and networks, so they are going to try to make us pay for information that has been available 'free' to everyone in the past," he said.

"I have thought of the Internet as one of our best efforts at distributing information to anyone in the world on an equal basis, but publishing guides to this system on a 'for sale' basis will erode the democracy of the system," he said.

Mr. Tyckoson speculated that publication of Mr. Kehoe's guidebook could mark "the beginning of the end of free access to electronic information through the Internet."

In response, Mr. Kehoe explained that "real" publication meant that he could continue to update the book.

"The first edition was done entirely in my own spare time," he said. "I'm right now a third-year undergraduate supporting myself completely independently. I have real tuition bills, real rent and food bills, and I have had to face the facts."

In all likelihood, Mr. Kehoe said, the second edition of Zen would never have appeared without help from a commercial publisher.

"Publishing for money will hardly 'erode the democracy of the system,'" Mr. Kehoe said. If anything, he speculated, such publishing will attract more people to the network.

"You will see many more commercial ventures as people realize the market that Cyberspace represents," said Mr. Kehoe. "This commercial activity will serve as a catalyst to bring more people into the fold."

Information Technology

Host of New College Services Could Follow Plan to Allow TV Signals on Phone Lines

Action by FCC paves way for high-speed networks

By David L. Wilson

WASHINGTON
A federal agency has agreed to allow telephone companies to carry television signals on their lines, opening the door for colleges to offer a host of new educational services and expand existing ones.

The Federal Communications Commission's decision means that a variety of new services could be delivered through telephone lines, including virtually universal access to new, high-speed computer networks. Because the new technology would allow huge amounts of information to be transmitted in an instant, the change holds the promise that colleges could:

- Increase their use of work-at-home arrangements with faculty and staff members.
- More easily share information, library holdings, and other resources electronically with other colleges and universities.
- Make more widespread use of distance learning, particularly in teaching the disabled, who may have difficulty attending traditional classes.
- Make the resources of colleges and universities available off their campuses, through high-speed computer networks.

Although those developments would be welcomed by colleges, they are not assured. To deliver new services authorized by the FCC, the telephone companies might have to spend hundreds of billions of dollars to improve their existing telephone networks. The phone companies would have to replace many of the standard copper wires used in the current telephone system with fiber-optic cable, for example.

Some say the phone companies currently have little financial incentive to make such an investment, and others worry that if the phone companies did install the new cable, the new services would be too expensive for widespread use. At any rate, the new services would not be available for years or even decades because of the time it would take to make the changes.

'Jell-O Vision' Images

The new technology is important because it would allow huge amounts of information to be transmitted in an instant. Now, simply transmitting the information contained in a single still frame from a color-television show through a standard telephone wire could take minutes, using traditional transmission rates and techniques.

Some researchers have developed methods of squeezing that information into a much smaller package and transmitting it on existing phone lines so quickly that they can send several frames a second. The technology produces a jerkily moving image—dubbed "Jell-O vision" by some—on the receiving screen.

In contrast, a fiber-optic cable can ferry information from one place to another so



Princeton's Ira H. Fuchs: "If you really want to be visionary, most people agree that you want ubiquitous high-speed networking capability."

quickly that dozens of frames per second can be strung together, creating moving images of a quality comparable to that of films.

Ira H. Fuchs, Princeton University's vice-president for computing and information technology, says that improved phone lines would enable colleges and universities to offer a wide variety of services as yet undreamed of. Princeton students could easily attend a lecture at Harvard via television, and ask questions of the speaker. Some institutions currently make such linkups through the use of satellites or other special equipment. With the new telephone technology, interaction between two points would be much simpler and require less equipment.

Mr. Fuchs says such connections could be very useful to institutions. "With specialization only increasing in many disciplines, every university can't have experts in every field," he says.

The new technology also would allow campuses to share their resources, including access to supercomputers and library holdings, with those off campus through the use of the National Research and Education Network, or NREN. The NREN, an extremely high-speed computer network now being developed, has been promoted as a way to maintain U.S. superiority in computer science and to improve education.

- "We still don't think the phone companies have enough financial incentives to go ahead and really lay fiber optic to every home and business in the country."

tion at all levels, from elementary schools to universities.

"If you really want to be visionary, if you look out far enough, I think most people agree that you want ubiquitous high-speed networking capability," says Mr. Fuchs. "It makes sense that campuses would have bigger pipes into this network than individual residences, but you should still be able to do a great deal from a home or office that isn't part of the university."

The new telephone technology would not reduce the amount of money that colleges and universities will have to spend to rewire their campuses if they want to bring the high speeds offered by the NREN to every computer on their campuses, Mr. Fuchs says. Many colleges and universities already have upgraded their internal campus computer networks so that they can make use of full-motion video transmissions. Princeton University recently spent \$10-million rewiring its computer network to give campus users the ability to transmit moving images.

Cable First for Television Signals

A nationwide fiber-optic network would make it easier for colleges and universities to exchange information with each other and with others off their campuses. Although the telephone companies are expected to install fiber-optic cable initially to deliver things like television signals, there is no technical reason why those same lines can't act as nationwide links with the NREN.

"Obviously, any way the phone companies improve their infrastructure makes it easier for us to move things from point A to point B off the campus," Mr. Fuchs says.

Congressional aides, speaking on the condition of anonymity, say some legisla-

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FCC Plan Could Bring a Host of New Services

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live action is still needed to give the telephone companies more incentives to improve their existing telephone lines. "We still don't think the phone companies have enough financial incentives to go ahead and really lay fiber optic to every home and business in the country," says one. "It's not a question of whether there's going to be fiber optic, it's just a question of when. Are we talking about the year 2040 or 2015?" But Congress will probably not take any action this year.

Indeed, all of the speculation about what the new technology may bring is premature, warns Laura Breeden, executive director of FARNET, a non-profit association of operators of computer networks and other organizations interested in the use of networks in research and education.

"It all depends on whether they actually install the fiber and what they decide to charge us for it," she says.

Those hoping to create a computer network to which every

American has access will have to come up with ways to make the system affordable, to avoid creating tiers of access. Librarians and others in higher education already are concerned that new ways of speeding information to users will exclude some who cannot afford to pay.

'Wiring the Last Mile'

Today, even the poor can get information from libraries and, if they have access to a set, the news offered over television broadcasts. What will happen if someday people must get books, movies, and news through telephone lines, for a fee?

Says Ms. Breeden: "I don't think this necessarily means that the telephone companies are going to create a wonderful new public-information utility that we'll all be able to afford."

She acknowledges that if the telephone companies do install fiber-optic cable throughout the telephone system, it will be welcomed by those whose vision includes making the NREN available to everyone.

"Wiring the last mile is the critical problem for anybody who wants to deliver this to the home or the public library or the classroom," she says.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Accounting. "Mvov for Windows, Version 3.0," for Apple Macintosh. Graphic-based business-accounting package combines the functions of accounts payable and receivable, administration, card file, checkbook, general ledger, inventory, purchases, and sales into an integrated program; \$249. Contact: Mvov Software Inc., 300 Roundhill Drive, Rockaway, N.J. 07866; (800) 322-6962 or (201) 586-2200.

Data management. "DataPhile," for Next machines. Lets users build and manage a flat-file database, modify it, and generate reports; field types include text, rich text, value, data, money, picture, and sound; layout tools include drawing tools, grids, rules, and alignment controls; \$350; site licenses available. Contact: Stone Design, 2425 Teodoro Northwest, Albuquerque, N.M. 87107; (505) 345-4800.

Drawing. "Create," for Next machines. Color-drawing program lets users create circles, ovals, rectangles, splines, spline lines, poly lines, freehand objects, and boxes; allows users to include text along circles or baselines, lay out paragraphs, and select scripts and fonts for words and characters in a text block; \$250. Contact: Stone Design, 2425 Teodoro Northwest, Albuquerque, N.M. 87107; (505) 345-4800.

Events management. "Eventlog," for IBM PC and compatibles. Lets users record events in "real time" by suspending normal keyboard operation and letting keys act as timers; views data as descriptive statistics, including frequency, mean duration, and minimum-maximum duration; presents data for up to eight events simultaneously; converts data for use with a spreadsheet or statistical package; \$160; quantity discounts available. Contact: Conduit, University of Iowa, Oakdale Campus, Iowa City 52242; (800) 365-9774 or (319) 335-4100.

Graphics. "MacDraw Pro, Version 1.5," for Apple Macintosh. Lets users design, publish, and present graphics, including logos and charts; allows drawing, scrolling, rotating, object selection,

and text entry, redrawing, and printing; \$399. Contact: Claris, Box 58168, Santa Clara, Cal. 95052-8168; (408) 727-8227.

History. "Time Treks," for Apple Macintosh. Adventure game requires students to use their knowledge of world history and their investigative skills to survive in a world of booby traps; includes 180 timelines from 5400 BC to the present and a data base with thousands of historical facts; includes 12 increasingly difficult levels of play; \$89.95; quantity discounts available. Contact: Earthquest Inc., 125 University Avenue, Palo Alto, Cal.; (415) 321-5838.

Programming. "Asyst, Version 4.0," for IBM PC and compatibles. Programming language for scientific and engineering applications provides integrated graphics, statistics, waveform analysis, and data acquisition; employs an interactive interpreted compiler for high-speed prototyping; \$1,950; site licenses available. Contact: Asyst Software Technologies Inc., 100 Corporate Woods, Rochester, N.Y. 14623; (800) 348-0033 or (716) 272-0070.

Statistics. "ARC-13185," for Apple Macintosh. Spreadsheet from the National Aeronautics and Space Administration's Ames Research Center provides basic hyperbolic data and equations for three analyses of a space plane's performance; equations to perform the analyses are derived from Newton's second law of physics; \$100; ask about educational discounts. Contact: Cosmic, University of Georgia, 382 East Broad Street, Athens, Ga. 30602-4272; (706) 542-3265.

Utilities. "VI-Spy Professional Edition, Version 9.0," for IBM PC and compatibles. Protects hard disks, diskette drives, and drives for local area networks from infection by more than 1,200 viruses and variants; checks all file movements, including downloading by modem, renaming, decompressing, copying, transferring, and more; \$149.95; updated quarterly. Kci Software Systems Inc., 6900 East Camelback Road, Suite 630, Scottsdale, Ariz. 85251; (602) 423-8000.

Writing. "Writer's Helper for Windows," for IBM PC and compatibles. Includes pre-writing activities to help students find a topic, explore it from different perspectives, and organize their information; contains revealing tools to help students think about style, and writing as a craft; provides a direct link with the word processor; \$135; quantity discounts available. Contact: Conduit, University of Iowa, Oakdale Campus, Iowa City 52242; (800) 365-9774 or (319) 335-4100.

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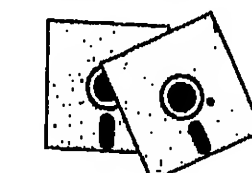
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Information Technology

Ways & Means

Members of Congress continue to seek limits on university ties to foreign companies.

The latest salvo comes from Sen. Richard C. Shelby, an Alabama Democrat, who plans to introduce legislation to bar universities receiving support from either the National Institutes of Health or the National Science Foundation from providing licenses for products based on their research to foreign companies, or to allow the companies to have access to the results of research before it has been published in journals.

Senator Shelby recently wrote to his colleagues in the Senate seeking support for his bill. In the letter, he said regulation of university research was needed because "it is a grave injustice to American taxpayers when they purchase a product or service developed with their tax dollars, only to discover it is manufactured by a foreign company."

Good science or good politics?

The National Institutes of Health agreed last week to collaborate with the National Aeronautics and Space Administration to support research on the biological and behavioral changes that occur in humans in outer space.

The agreement calls for joint support of research at universities and an increase in opportunities for biomedical and behavioral scientists to conduct research in space. Supporters of the collaboration say the study of people in space will improve basic knowledge of the functions of human organs and biological systems and of how the systems and organs become dysfunctional.

Said Sen. Barbara A. Mikulski, a Democrat from Maryland, and chairwoman of the Senate subcommittee that is in charge of setting NASA's budget: "Now we will have twice the brain power working for cures to many diseases such as neurological disorders, arthritis, osteoporosis, and even cancer."

Opponents of the space station say the collaboration is an attempt by the Administration to exaggerate the space station's scientific value.

They say that supporters of the space station are running scared, in response to growing opposition to the project. Last week, the House of Representatives Appropriations Committee approved a bill that would reduce spending for the Space Station by about 15 per cent. The total in the bill for the station is about \$1.725-billion.

"This is obviously a political maneuver," said John St. Croix, a senior legislative assistant to Rep. Tim Wroemer, a Democrat from Indiana. "The space-station community has continually tried to justify the station's existence based on medical breakthroughs, but clearly most members of the medical community believe that the money can be put to better uses."

Government & Politics



President Signs Law He Once Seemed Likely to Veto

President Bush speaks before signing legislation last week to reauthorize the Higher Education Act. Behind him at the ceremony on a suburban Washington community-college campus are people chosen to show that the law is aimed at citizens of all ages.

College Officials Say Reauthorization Law Benefits Some Students, but That Aid Funds Will Be Scarce

Some see increased competition for aid, but a Congress unwilling to appropriate the funds

By Thomas J. DeLoughery

COLLEGE OFFICIALS foresee larger Pell Grants for some students at two-year colleges and bigger loans for students at four-year colleges starting in academic 1993-94 as a result of the higher-education law that President Bush signed last week.

But some are concerned that the law will intensify competition for aid by making more students eligible for assistance at a time when Congress is unlikely to appropriate enough money to cover them. Others predict that parts of the law will deny aid to students who now qualify.

Student-aid analysts and aid officers on the campuses are reaching those conclusions as they learn the details of the 600-page law that will reauthorize the Higher Education Act for five years.

2 Sets of Changes

College officials assessing the law have found the effects of changes in the Pell Grant program are the most difficult to predict.

Two separate sets of changes affect Pell Grant recipients. The first is Congress's merger of the Pell Grant eligibility formula with a separate formula that has been used for student loans and other programs. In doing so, lawmakers changed a number of factors that are used in calculating a stu-

dent's need for aid, including the portion of income the student must contribute for college expenses.

The second change simplifies the system that is used to determine the size of each grant—replacing a three-part system with a single method. The new system requires that grants represent the difference between the maximum grant available and the students' contribution for college expenses, and eliminates a requirement that no grant should exceed 60 per cent of the cost of attending college.

2-Year Colleges Expected to Benefit

Community colleges, which enroll more than a quarter of Pell Grant recipients, are expected to benefit from the end of the 60-per-cent rule. Raymond A. Steiner, associate dean of financial-aid services at California's Orlinda Community College, says the change should increase grants for many of his students who are now limited to \$1,530 a year. Students at the college who live with their parents currently get even less: \$1,170.

Under the new law, the neediest Orlinda students—whether or not they live with their parents—will be eligible for the same maximum grant that the neediest students at higher-priced institutions receive. That amount is currently \$2,400, but could

change by the time the new formulas take effect in the 1993-94 academic year.

Mr. Steiner says the students need the additional money to meet the cost of living in the Los Angeles area. His office calculates that a single student attending his institution needs \$8,900 for rent, transportation, and other expenses.

Private institutions and other higher-cost colleges, meanwhile, do not expect additional Pell Grant funds, but are pleased that their students will have greater access to loans. The law will make all students eligible for a Stafford Student Loan, regardless of income. It will also raise the present limits on the Stafford loans and remove the current \$4,000 cap on the Parent Loans for Undergraduate Students program, which will permit parents to borrow as much as they need for college costs.

'Real Appeal and Significance'

"These are factors that are of real appeal and significance to independent universities and the students and parents that we serve," says Dennis J. Martin, assistant provost of Washington University.

The expansion of the Stafford program to include an "unsubsidized" component—under which the government will not pay the in-college interest on loans—

Continued on Following Page

Colleges See Benefits for Some Students in Reauthorization

But others, eligible now, might lose out on aid

Continued From Preceding Page
will give middle-income students access to thousands of dollars that they must now borrow from other programs with higher interest rates, Mr. Martin says. Removing the limit on the parent loans will also keep many parents from having to take less-attractive commercial loans.

Funds Expected to Be Scarce

Colleges that enroll many middle-income students are expected to benefit from Congress's removal of home and farm equity from the eligibility formula for student aid. With those assets no longer considered in determining what a family can pay for college, the children of some middle-income home owners should be eligible for Pell Grants, and many more will qualify for subsidized Stafford loans, and College Work-Study.

That is not all good news, though, because federal funds to finance the programs are expected to be scarce. Students who become eligible for loans will get them because the government considers those programs "entitlements," but those who qualify for Pell Grants, work-study funds, or supplemental grants may be out of luck.



Jamie P. Merisotis: "The bill doesn't go far enough to address the broadening gulf of needs for lower- and middle-income students."

"It will create some tensions," says Mr. Martin of Washington University.

Students who are told they are eligible for aid will demand their money, while aid officers will be obliged to give the highest priority to the neediest students, he says.

Rick Iwata, director of financial aid at Santa Rosa Junior College, says the competition for funds may produce a different

result. Creating a greater demand for Pell Grants when appropriations are low could lead the government to reduce the size of the grants for low-income recipients as well as middle-income students, he says.

Mr. Iwata also suggests that low-income students will suffer in the competition for scarce work-study funds or supplemental grants. Middle-income students are more likely to get the aid, he says, because they

usually apply earlier than low-income students.

Some in higher education have opposed the exclusion of home and farm equity from aid calculations because they viewed it as Congress's way of buying votes from middle-income parents. Some predict the change will have a negative impact on their students. "We're bringing in a new population of eligible people at the expense of



Raymond A. Steiner: "We're bringing in a new population of eligible people at the expense of formerly eligible low-income people."

Student-Aid Directors' Views on How the Law Will Affect Their Campuses

Annabelle C. Fong, University of Hawaii at Manoa: I'm glad that we have worked out the home equity so that it no longer will be [in aid formulas]. My concern is that we don't have enough money. How do we discriminate between the families that have \$200,000 or \$300,000 homes and the families that have no homes and that are renting? How do we discriminate so that what limited money we have goes to those students who really need it?

I think there's another concern: that in spite of all these great shifts to middle-income people and making education accessible to all students, what we have also done underneath all of this is to ask states and institutions to come up with more fiscal and human resources than ever before, without getting paid for it.

Governor Jackson, Texas Woman's University: At the public institutions, if the increases [in grant programs] are properly funded—and that's key—it will make a significant difference in terms of access, in terms of middle-income families' and of first-generation college students' being able to recognize that dream of going to college.

Because right now, even at a public institution, a significant part of that cost is still covered by borrowing. And for a first-generation college student or a first-generation college student's fam-

ily, there is some apprehension about borrowing \$5,000 to \$7,000 a year when the only thing that large that they've financed prior to that may have been an automobile. A lot of times, that apprehension may lead to a decision not to attend college because it doesn't seem doable, and they have trouble understanding how they're going to handle that kind of debt.

Kim Larson, Northeastern Junior College (Colo.): From an administrative standpoint, it will be wonderful to take away the on-campus / off-campus rule in the Pell Grant program, because it's a nightmare for us to keep track of where they're living.

In addition to that, I find that sometimes the reason the very-low-income students are attending my institution is because we are lower-cost and because they can live at home. I do find it's not necessarily fair for the lowest-income students who are living at home, maybe out of necessity, to be eligible for less money.

The home equity is not a major issue, but removing farm equity is a benefit. We have lots and lots of families that can easily demonstrate high farm or

ranch equity, but simply do not have the cash or the income to pay the formula-lated family contribution.

Janis Linfield, California State University at Hayward: We have a very non-traditional student population, a lot of independent students, a lot of refugee students, a lot of single parents—and so the changes in the "independent student" definition are certainly going to cause us some headaches. Students who currently are considered independent will no longer be.

In terms of the needs-analysis methodology, I don't know the effects yet. The California State University System is running some numbers and has said that under the new methodology it looks like our independent students might actually lose in this scenario. To what extent, I don't know yet.

Middle-income students have been squeezed out for the last decade, so certainly I think there will be interest in the unsubsidized Stafford loan program. Some people anticipate a big crush—that all of a sudden the law's going to be enacted and we're going to have thousands of students on our doorstep. I don't think that's going to be the case.

But I think as students realize that it's available and it could help, it will take hold and there will be interest. Especially in the public sector, we have a lot of students who are employed full time

and attend school at night. They don't qualify for the financial aid we have available now, and this will provide them a little easing of the stress.

Donald A. Saleh, Cornell University: The needs-analysis issue, I think, is one that will play out in a mixed way at Cornell. It will increase the number of students who are eligible for some federal financial aid, particularly for the Pell Grant or for the Stafford loan. We will have many middle-income and upper-middle-income families who currently are not eligible for Stafford loans who will gain eligibility, because many of our families come from areas in the Northeast where home equity is driving them out of eligibility. We're going to see many more students eligible for the subsidized loan, and then the unsubsidized Stafford loan will pick up even more.

What's going to happen then is that we'll continue to calculate family need for institutional dollars in a way that meets our historic pattern. We can't turn our system upside down and start all over again, because the federal government has decided to remove home equity from the calculation for aid.

The other thing that I think will be important is a good look at the direct-lending program. Frank Rhodes, the president of Cornell, has sent a letter to Lamar Alexander expressing our interest in participating.



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Section 2

July 29, 1992

OPINION

Today's College Students Need Both Freedom and Structure

By Gary Pavela

I THINK that it is time to give a new name to college students who are between the ages of 18 and 21. The term "adolescents" does not do them justice, yet calling them "young adults" suggests a level of maturity that many do not possess. Instead, I suggest calling them "post-adolescent pre-adults" or PAPA's, for short.

As awkward as that terminology may be, it describes the legal relationship that seems to be evolving between institutions of higher education and traditional-age college students. Having moved from strict control over student conduct to treating students as adults subject to much less control, institutions now are being pressed to take more responsibility for students' behavior.

For many years, colleges and universities treated students as adolescents and governed them with a heavy hand. Many students were required to live in college housing and observe strict curfews. Male and female students ordinarily were not allowed in each other's rooms.

Important changes began in the 1940's. The enrollment of returning GI's after World War II and the expansion of adult-education programs thereafter brought students to campuses who would not accept being treated like adolescents. Also, the civil-rights movement in the 50's and 60's, the campus rebellions of the 60's and 70's, and the lowering of the age of majority to 18 eventually helped college students of all ages acquire levels of personal autonomy that previous generations had never known.

The consumer-protection movement in the late 1970's and 1980's accelerated the momentum for more student rights. Higher-education officials saw students as "customers" seeking "services." Federal and state governments adopted legislation protecting students' privacy and requiring that "consumer information" about financial aid and other services be made available to them.

Students did find, however,



that with their new rights came liabilities. As adults, they were not entitled to the same level of protection as youths. If they were injured by other students, they found it increasingly difficult to hold colleges legally accountable for the misbehavior, including offenses arising from abuse of alcohol.

Despite the trend toward treating students as adults, there remains a strong and growing minority view that colleges still retain a "special relationship" with students that requires them to exercise some responsibility for students' safety and behavior. Robert Bickel, professor of law at Stetson University, argued in his keynote address this year at the National Conference on Law and Higher Education that university lawyers and administrators had fought so hard to absolve institutions of any legal responsibility for students' safety that they may have neglected the moral obligations inherent in the student-teacher relationship, including the obligation to enforce a standard of civility on campus.

This "obligation" is rooted in the perspective that educators should promote a suitable academic environment for students and promote their moral development. It is, as Mr. Bickel suggests, an ethical and professional imperative that courts and legislatures will sooner or later transform into a legal duty.

THOSE CALLING for greater college responsibility over student life made only modest progress in the 1970's and early 80's. Ironically, however, their message is now being reinforced and amplified by the same "consumer" movement that contributed to the expansion of student rights a decade ago. State legislatures and Congress have expanded upon the concept of consumer rights in recent years, requiring colleges to provide students with information about the extent of campus crime and the scope of state and federal laws against alcohol and drug abuse. But such statutes fre-

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Today's 'Pre-Adults' Need Both Freedom and Structure

Continued From Preceding Page
quently go well beyond setting guidelines for reporting information to students; they often also contain explicit or implicit requirements that specific disciplinary policies—like restrictions against underage drinking—be adopted, enforced, and monitored by colleges to protect students and members of the public.

Through such mandated enforcement of government social policies, the "consumer" of college services is being redefined by statute and common law to include not only individual students, but society as a whole. This process probably will not produce a return to the days of colleges' acting *in loco parentis* toward students, but the final result may be close to it. The national trend toward greater college accountability for students' behavior is reinforced by a long-standing concept that college administrators occasionally forget: Colleges own and manage property, and the courts can hold them responsible for foreseeable events on that property, even during activities planned and sponsored by students.

THIS CONCEPT was articulated by the Delaware Supreme Court last year in a lawsuit known as *Furek v. The University of Delaware*. In that case, which involved a hazing incident at a fraternity, the court observed:

"The university is not an insurer of the safety of its students nor a policeman of student morality, nonetheless, it has a duty to regulate and supervise foreseeable dangerous activities occurring on its property. That duty extends to the negligent or intentional activities of third persons. . . . The likelihood of injury during fraternity activities occurring on university campuses is

greater than the utility of university inaction."

At present, the *Furek* case remains an exception. For most colleges, avoiding direct supervision of student social organizations remains legally prudent, because most courts continue to shield them from liability

cases, social forces are developing that could make campus officials more responsible for student conduct, even on property not owned by colleges. For example, under pressure from residential communities affected by students' abuse of alcohol, state legislators across the country have urged (or demanded) that colleges expand their disciplinary authority to include various kinds of off-campus misbehavior by students, such as the use of false identification at local bars. Administrators at those institutions know they face a greater risk of legal liability when they assume more responsibility to police student behavior. That risk, however, pales in comparison to the immediate threat posed by angry voters and the legislators anxious to placate them.

ALSO, in spite of genuine progress made at many colleges in reducing abuse of illegal drugs and alcohol, educators continue to see significant numbers of students—often living in group houses or off-campus fraternities—who have foundered in an atmosphere largely devoid of traditional social controls. Those students frequently engage in misbehavior off campus that local law enforcement agencies, overwhelmed by more serious crimes, are unwilling to police. College officials, with legitimate reluctance and frustration, are beginning to punish such mis-

behavior, because it is evident that if they don't set limits for students, no one else will.

The demands for more and better supervision of students come at the worst possible time for colleges, since budgets are being cut and personnel laid off. Our best and most realistic hope is for creative, dynamic leadership by deans of students and college

presidents, leadership that can define a sense of community in which students and college officials recognize that they share an obligation to promote more responsible and civil conduct by students on and off campus.

DEANS and presidents should recognize the "adult" status of students by giving them genuine authority to manage their own affairs, especially student newspapers, clubs, and political organizations. But administrators also must appreciate that many of their students still are "pre-adults" who need more protection and supervision than many of us have been willing to provide in recent years.

As we are beginning to do with alcohol abuse, we will have to set and enforce higher standards for student behavior, including standards on hazing, vandalism, sexual harassment, sexual assault, and other forms of violence. Students should have an important role, of course, in helping to define those standards and in educating their peers about them. Still, we need to state, directly and honestly, that final responsibility for disciplining students must reside with the campus administration.

Asserting greater control over student conduct does not require single-minded reliance upon rules or penalties. Indeed, that approach would almost certainly fail. We need, instead, a more comprehensive program that clarifies responsibilities, provides for collaboration with students, sets clear standards for behavior, and furnishes role models and education. These actions—plus prompt, early intervention and enforcement when rules are broken—will provide the guidance that many students need and may well come to appreciate at this critical stage in their development.

Students need freedom and structure if they are to develop their character. We've done a good job, on the whole, in offering the freedom. Now, if we really want to help our "post-adolescent pre-adults," we need to pay renewed attention to providing the structure as well.

Gary Pavela is director of judicial programs at the University of Maryland at College Park and is editor of the quarterly *Synthesis: Law and Policy in Higher Education*.



JOHN PAVELA FOR THE CHRONICLE

LETTERS TO THE EDITOR

Social Engineering and Explicit Racism

TO THE EDITOR:
Please forgive my denseness, but I have read and reread Katherine S. Mangan's portrait of Melvin E. Bradford without discerning his newsworthiness ("6th-Generation Texan Takes On 'Trendy Nonsense,'" July 8). Is it the personal congeniality of this avowed racist that commends him to our attention? Are we to marvel that someone sufficiently erudite to appreciate Faulkner apparently believes that blacks were better off before civil rights, perhaps even as slaves? What's next for *The Chronicle*? A convivial anti-Semite? A cheery Klansman? Inquiring minds want to know.

PETER M. SHANE
Professor of Law
University of Iowa
Iowa City

TO THE EDITOR:
The portrait of Melvin E. Bradford . . . is short of the hood. The "generic humanity" is totally lacking in his quoted views on African Americans. Conservatives should be antagonized that he believes they share his views.

If you used his reasoning, you'd conclude that Appalachian whites "have been here a long time and, for some reason, making them full members of our society has proven almost impossible. They remain outside." Further, has the man missed the statistics on sustained sexual, emotional, and physical abuse that demonstrate the intolerance of many white males to different views, to the demands of parenthood, and to their own "loss of control" in their "private lives"?

Social engineering has provided Melvin E. Bradford with an education, a job, and a following. For the University of Dallas to espouse these views is an admission of the promotion of white supremacy and an intolerance of African Americans, Hispanics, and other minorities. His expressed views and attitudes are a part of the climate that promotes actions against blacks on college and university campuses across the country.

Melvin E. Bradford's linear thinking, devoid of any semblance of analysis, suggests an inability to relate effects to causes and to identify cor-

relational and exponential factors in assessing situational and occupational relationships in literature, history, and sociology. He is ill equipped to comment on multicultural curriculum issues, given his views. He and people like him are a part of the problem.

Reading his portrait was like reading an article in 1939. The man obviously has no contact with the numerous African-American successes in this country. Subscriptions to *Ebony* and *Jet* and *Black Enterprise* magazines would at least expose him to some of the hundreds of thousands of successes. But, because his knowledge base is self-limited, he believes his observations are correct. In his case, education went awry.

WANDA E. GILL
Director of Student Support Services
Bowling State University
Bowling, Md.

TO THE EDITOR:
Numerous fellow readers will no doubt have already responded in justifiable outrage to the explicit racism



THE CHRONICLE OF HIGHER EDUCATION

"That's a great textbook—plenty of opportunities to punt, kill the ball, or pass."

that informs much of Melvin E. Bradford's view of America. Beyond my own anger, however, lies sadness—and the hope that Bradford is simply further proof of John O'Leary's dictum: "Never has there been a cause so bad that it has not been defended by good men."

DAVID ABRAHAMSON
Professor of Journalism
New York University
New York City

Defense of views about Colby College

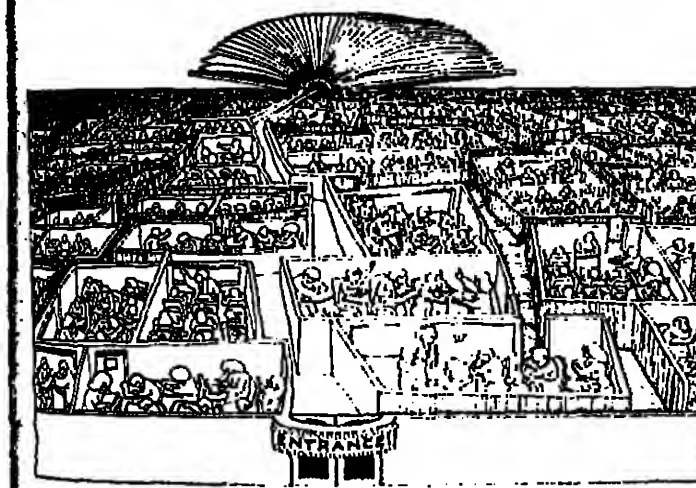
TO THE EDITOR:
Robert P. McArthur provided a predictable rebuttal ("Research teaching at Colby College," Letters to the Editor, July 15) to the point made about Colby College in "A College That No Longer Pays Teaching First Pays a High Price for Its Em-

OPINION

ulation" (Opinion, June 10). He claims that I "greatly exaggerated the place of scholarship in our faculty reviews." It is difficult to dispute this allegation of his without discussing specific cases that remain confidential. But it is not difficult to address his false claim that I "complain" about the government department or his inaccurate assertion that some of my claims are based on rumors.

I served in recent years as chair of the government department; I continue to regard its members as among my closest friends at the college. In my closest friends at the college, I find good people, even though I worry that the department has inflated tenure standards to an unreasonable level. The government department is a very strong department, as McArthur writes, and it is quite popular with students. Most of its members are, as he says, active scholars and popular teachers.

But, with all due respect to Dean McArthur, such facts are not relevant, at least so far as my article's main point is concerned. My principal point is that excellent teaching is insufficient for getting tenure in the government department and, as I



MANA OF WINKER

should be valued equally for their different sorts of contributions to the life of the college.

The article I wrote for *The Chronicle* was accepted in January, when I was professor of government at Colby. Two months before I was offered and accepted my new position at Hollis College. RICHARD BOWEN, Vice-President for Academic Affairs, Hollis College, Hollis, Me.

Wisdom can overcome a divided government

TO THE EDITOR:
As a fellow emeritus, James L. Sundquist ("A Government Divided Against Itself," Opinion, June 24) surely must remember the Truman Administration and how well that President accomplished his programs despite the government divided between Republicans in Congress and a Democratic executive branch. The Marshall Plan is just one outstanding example of a multibillion-dollar program brought into effect by the skillful planning and political savvy of Mr. Truman's Administration.

A divided government can be even more effective than a one-party government because the Administration has to be wiser, more experienced, and better at politics than a one-party team. A better presentation has to be made to convince the Senators and Representatives to accept novel and massive programs.

The history of the Truman Administration demonstrates that the nation needs a wise statesman and an experienced politician at the helm to get things done. And when we have

such a President, things get done better than with an undivided regime.

MICHAEL H. CARDOZO
Assistant Legal Adviser
for Economic Affairs, 1945-1952
Truman-Acheson State Department
Washington

Language, diversity, and 'proper' English

TO THE EDITOR:

It is hard to believe that Dennis Baron is sincere when he expresses in so proper English his wonderment at why nonstandard English usage remains unacceptable in colleges ("Why Do Academics Continue to Insist on 'Proper' English?" Opinion, July 1). . . .

When language is intended to convey precise meaning, then error or unintended ambiguity is not a tolerable luxury. In mathematics, science, engineering, philosophy, history, law, and medicine (to name a few disciplines), both in their practice and in their exposition (as at a university, say), the careful use of language is mandatory. Ambiguity and error can be harmful, expensive, unprofessional, and unethical.

In such professional environments practitioners wish to use the language elegantly and precisely. They wish to impress clients and others that they have the language skills consistent with high standards of professional practice. As part of a professional team and as representatives of the key members of the team, staff with strong language skills are highly valued.

The ability to specify complicated ideas clearly and unambiguously is an important skill. It is the basis for many forms of cooperative human endeavor. It promotes rational debate and decision making, for it makes (1) ideas more easily shared, (2) the evaluation of ideas more rational and objective, and (3) the implementation and testing of ideas more efficient and error free.

THOMAS F. PIATKOWSKI
Professor and Chairman
of Western Engineering
Western Michigan University
Kalamazoo, Mich.

TO THE EDITOR:

The literate public today knows more about plume fectonics and DNA than about its own speech. It is this ignorance, staunchly maintained despite the efforts of generations of linguists to dispel it, that allows a linguistic police-state mentality to survive.

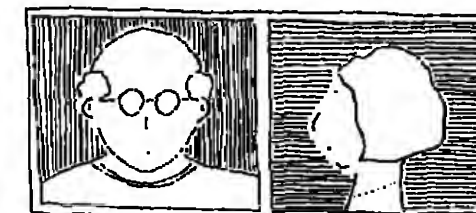
Those who castigate the use of "I don't have no money" as the negative of "I have some money" nevertheless themselves use a covert "double negative" in "I don't have any money." The difference is purely superficial, with any and no equally reflecting negative quantifier agreement; but it is the social distribution of the two that underlies the middle-class stigmatization of the no usage. Scratch a language purist and you find a closet social bigot.

This is not to deny the practical utility of a uniform grammar and spelling system. But it should be seen as just that, and not a basis for moral judgment or economic discrimination. Further, change in language is inexorable and inevitable, and efforts to resist it are quixotic at their best, and reprehensible at their worst.

RUDOLPH C. TROJKE
Head of English Department
University of Arizona
Tucson, Ariz.

TO THE EDITOR:
In his article . . . Dennis Baron

REWARD OFFERED



BESPECTACLED MALE (BALDING)
AND QUIET UNASSUMING FEMALE
SOUGHT FOR CENTRAL ROLES IN
NEW NOVEL (LATE TO PUBLISHER)
BY NOTED AUTHOR (DESPERATE)

THE CHRONICLE OF HIGHER EDUCATION

ELINE BUREAU

was wrong in just about everything he said. Standard English is not a myth, and the reason for following the set of rules should be obvious to anyone who claims to be a professor of English and linguistics. Professor Baron is very wrong when he says that using "proper" English "would not improve their job status or their pay." Lack of proper language skills most definitely is a detriment to getting a good job, and he does his students a great disservice by telling them otherwise. Neither I nor any boss that I've had over the past 35 years would knowingly hire as a secretary anyone who did not use (or was not willing to learn) proper English. . . .

A. J. DRISCOLL
Associate Director
Division of Sponsored Programs
Purdue University
West Lafayette, Ind.

TO THE EDITOR:

. . . Dennis Baron's argument for allowing diversity in language is based on the false premise that language is an end in itself. Language is a means, and that is all. Language allows us to reach ends, but it is only a conduit. . . .

The diversity that we should all value is a diversity of ends. Diversity in our lives and opinions makes things fun, but in order to understand each other's diversity we must be able to communicate that diversity. This burden of communication is placed upon our language, and that language must have commonality for all participants to be effective. If the language is unable to transmit various diverse concepts, then there can be no communication. We would all be stuck in our little, private worlds.

Since language plays the crucial role as the conduit of diversity, it is the responsibility of all educators to assure that their students understand the workings of the conduit. To do less is to keep from our students the tool it takes to appreciate the diversity of the world and the people around them. . . .

Correct communications is the only way that we will be able to achieve and appreciate a truly diverse society. . . . DALLAS BROZIK
Associate Professor of Finance
Marshall University
Huntington, W. Va.

TO THE EDITOR:

It is hard to believe that a linguist could take such a naive view toward language in attacking critics of "improper" English. Obviously, there is nothing inherently right or wrong about any use of language—given that it clearly conveys the speaker's

meaning. "I ain't never goin' to the movies no more," conveys the speaker's intent just as clearly as "I'm never going to the movies again." The important difference between the two expressions is not in the semantics, but in what the statements reveal about the speaker. The former is associated with societal elements considered—rightly or wrongly—less educated; the latter suggests a more intellectually respectable background. Should we accept the ungrammatical version without prejudice us simply a neutral reflection of our culturally diverse society? As long as our society continues to value education and intellectual achievement highly, being ignorant will be viewed negatively. Consequently it's probably not in one's best interest to appear that way.

Clearly, the question should not be whether unambiguous communication is grammatically correct, but whether the speaker is concerned with the impression created by their use of language. The sentence immediately preceding, while clear in meaning, is ungrammatical in using "their" to refer to a singular noun; yet some "politically correct" grammarians find this usage preferable to the sexist (but grammatical) "his." I formed the sentence in this way not because it's "proper" or "improper," but because I do not want others to think that I share the insensitivity toward women's rights often associated with people who use masculine pronouns generically. In short, I think the editor cited by Dennis Baron was reasonable in expecting her staff to use "accepted" grammar when talking with business clients.

No company insensitive to the impressions created by language styles is likely to survive long in a competitive business climate. DON CHEZIK
Director
Center for Human Development
Saint Bonaventure University
Saint Bonaventure, N.Y.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

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September 9	Monday, August 31, 2:00 p.m.
September 16	Friday, September 4, 5:00 p.m.
September 23	Monday, September 14, 2:00 p.m.
September 30	Monday, September 21, 2:00 p.m.

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The position of Associate Professor in Accounting Legal Studies is one of academic leadership within the School in a major discipline or disciplines as well as administrative responsibility for a group of academic staff and where applicable, support staff. An Associate Professor is required to remain abreast of developments in his/her field and this will involve a continuing commitment to scholarship and professional involvement.

Women are under-represented at QUT at this level; therefore, suitably qualified women are encouraged to apply.

QUALIFICATIONS/SKILLS: Applicants should meet the University criteria for appointment as Associate Professor, and should possess advanced qualifications in the area of accounting law/business law, company law, or taxation law, a postgraduate qualification with either a doctorate or substantial progress towards such a qualification. In determining experience relative to qualifications, regard shall be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contribution and/or technical achievement. The appointee will be a quality teacher with the ability to provide leadership in research and publication and supervise postgraduate students.

CONDITIONS: Permanent appointment is available at the level of Associate Professor (\$US\$44,872 to \$US\$48,408 (\$AUD\$60,476 to \$AUD\$68,626) per annum from 29 July 1992). Conditions include subsidised accommodation, relocation assistance, professional experience leave and study assistance.

FURTHER INFORMATION: Selection criteria for the position and information on the University are available from QUT's Personnel Department, telephone 81 7 864 3745, facsimile 81 7 864 3998 or email hr@qut.edu.au. For further information on the position, contact Professor Peter Little on 81 7 864 3881.

APPLICATIONS: Applications should quote 360/92 and include evidence of academic qualifications, experience and teaching evaluations plus the names, addresses, telephone and facsimile numbers of five professional referees. Applications should address the selection criteria and should reach the Personnel Officer, QUT, Locked Bag No. 2, Red Hill, Queensland, 4059, Australia by 14 August 1992. Smoking is not permitted in QUT buildings or vehicles.

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Applications are invited for the post of

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The Plastic Technology Centre is a non-profit distributing company based in Hong Kong to provide technical support to meet the development needs of Hong Kong's plastics industry. The Centre provides consultancy services and research on materials, processing, machinery and tooling; designs materials conversion, product development and testing services; and supports training and practical problem-solving for its clients.

The Centre is sited within the Hong Kong Polytechnic campus. It has a working relationship with the Polytechnic and other tertiary institutions as well as industrial support establishments, including the Hong Kong Government's Industry Department and the Hong Kong Productivity Council.

The Position: The Chief Executive reports to a Board of Directors and is fully responsible for the overall management and day-to-day operation of the Centre.

Qualifications and Experience: Applicants should have a good relevant degree and/or recognised professional qualifications with appropriate experience of applied research and development work in plastics technology or related fields. Preference will be given to candidates with higher degrees. Well proven leadership qualities and management, administration, marketing abilities, and vision to develop the Centre are required. Relevant working experience, knowledge of Hong Kong's plastics industry is necessary. Fluency in English and spoken English, and ability to speak Cantonese will be an advantage.

Conditions of Service: The salary which is commensurate with qualifications and experience, and the benefits which are commensurate with those of the Hong Kong Polytechnic.

Applications and Experience: Applicants should have a good relevant degree and/or recognised professional qualifications with appropriate experience of applied research and development work in plastics technology or related fields. Preference will be given to candidates with higher degrees. Well proven leadership qualities and management, administration, marketing abilities, and vision to develop the Centre are required. Relevant working experience, knowledge of Hong Kong's plastics industry is necessary. Fluency in English and spoken English, and ability to speak Cantonese will be an advantage.

Applications: Applicants should submit a letter of application and a current vita and have three letters of recommendation sent to: Dr. Tanya Saunders, Director of International Programs, Ithaca College, 105 Danby Road, Ithaca, New York, 14850-1150. Ithaca College is an Affirmative Action, Equal Opportunity Employer.

Additional Desired Qualifications: Extended experience in living abroad, knowledge of London, experience in international recruitment, and knowledge of Patauology will be an advantage.

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REFERENCE: ELS

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BA in Linguistics or English Literature with 10 years experience in teaching.

REFERENCE: ELI

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B.S. in either Electrical or Mechanical Engineering with 10 years experience in refinery maintenance and at least 5 years experience in Technical Training.

REFERENCE: TTS

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B.S. in either Mechanical or Electrical Engineering with 5 years experience in refinery maintenance and 3 years experience as a training instructor.

REFERENCE: MI

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POSITIONS AVAILABLE

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Administrative Associate Director of Admissions. The University of West Florida is seeking an Administrative Associate Director of Admissions. The position is available starting October 1, 1992, or as soon thereafter as possible. Located in Pensacola, Florida, the University of West Florida is a regional public institution serving northern Florida and as urban centers in approximately 100,000 sq. miles. With over 7,000 students, the University offers undergraduate and graduate programs in the College of Arts and Social Sciences, Business Administration, and the College of Education. The Associate Director of Admissions reports to the Director of Admissions and is responsible for the effective and efficient functioning of the Office of Admissions. Salary: \$23,810-\$36,300. Qualifications: Four years successful experience in college/university admissions, preferably in a

selective admissions environment; experience in personnel supervision; ability to interact effectively with students, parents, faculty, school personnel, and community members; experience in the use of computerized admissions procedures; master's degree preferably in a field related to the duties of the position. Application procedure: Send letter of application, resume, and three letters of recommendation to the Southern Utah University Personnel Office, 151 West Center Street, Cedar City, Utah 84702. Candidates will visit the campus and meet with the Associate Director of Admissions. Office to be accepted until position is filled. An Equal Opportunity Employer. Blackboard College, Carlinville, Illinois 62626.

Administrative Associate Director of Admissions. The University of West Florida is seeking an Administrative Associate Director of Admissions. The position is available starting October 1, 1992, or as soon thereafter as possible. Located in Pensacola, Florida, the University of West Florida is a regional public institution serving northern Florida and as urban centers in approximately 100,000 sq. miles. With over 7,000 students, the University offers undergraduate and graduate programs in the College of Arts and Social Sciences, Business Administration, and the College of Education. The Associate Director of Admissions reports to the Director of Admissions and is responsible for the effective and efficient functioning of the Office of Admissions. Salary: \$23,810-\$36,300. Qualifications: Four years successful experience in college/university admissions, preferably in a

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Candidates should have a completed Ph.D. and relevant teaching experience. A willingness to pursue, stimulate and supervise research will be essential.

The current salary range is NZ\$37,440-49,088 p.a. with a bar at NZ\$45,448.

The position is available from 1 February 1993 and it is hoped that the successful applicant can assume duties as close as possible to that date.

Further information and the method of application are available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) (478-1607) with whom applications quoting reference number A52/43 close on 30 September 1992.

Applications should include the names, addresses and fax numbers (where possible) of at least two persons who are able to act as referees for the applicant.

Equal opportunity in employment is University policy.

Alumni Affairs: Director of Federated Alumnus Programs. The Sigma College invites applications and applications for the position of Director of Federated Alumnus Programs. This position reports to the Vice President for Public Affairs and is responsible for the dynamic leadership of the alumnus programs of Sigma College. Sigma College is a small liberal arts college. Qualifications: Ability to lead and successfully manage a staff of three professional and two paraprofessional staff. Vision and creativity in the planning, development and coordination of programs involving 18,000

University of Otago

Te Whare Wananga o Otago
New Zealand

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Applications are invited for the position of Lecturer in Art History and Theory. Preference will be given to candidates with qualifications in one of the following areas:

- Far Eastern Art and/or The Arts of the Pacific Region, including Australian art.
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- A Period of European Art History and Theory.

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Applications quoting reference number A92/45 close with the Registrar on 1 September 1992.

LECTURER IN HISTORY (History of East Asia)

Applications are invited for a lectureship in the history of East Asia (China and/or Japan). At the present time courses in the modern history of China, Japan and India are taught in the department of history and the department wishes to expand this teaching particularly in the area of East Asia. Courses in Asian history may contribute to a degree in history or to a degree in Asian Studies. Candidates should have obtained or be near to obtaining their PhD by the time of appointment. The successful candidate will be required to teach a general course in Asian history and can expect to teach more advanced courses in her or his particular area of specialisation. Research will be required and duties will include teaching and research supervision.

LECTURESHIP IN HISTORY (European Cultural / Intellectual History)

Applications will be welcomed from those who have completed or are near completing a PhD or have equivalent research and teaching experience in 19th Century European Intellectual/Cultural History. Preference may be given to an applicant with some knowledge of twentieth century intellectual/cultural history. Research will be required and duties will include teaching and research supervision.

FURTHER INFORMATION
Commencing salary will be established within the scale for lecturers currently \$N237,440 to \$N249,088 per annum with a bar at \$N245,448.

Enquiries may be made to the Head of Department, Professor E. Olsen, Fax (64) (3) 479-8558 or telephone (64) (3) 479-8612. Conditions of appointment and method of application are available from the Registrar, University of Otago, P.O. Box 56, Dunedin, New Zealand (Fax (64) (3) 474-1607). Need not send applications, quoting reference number A92/46 (History of East Asia) or A92/47 (European Cultural/Intellectual History) close on 1 November 1992.

Equal opportunity in employment is University policy.

Archives University Records Archivist-Michigan State University, University Archives and Historical Collections, 223-15 Library Building, East Lansing, Michigan 48824-1065. Applications for this position should be sent to the University Archives and Historical Collections, 223-15 Library Building, East Lansing, Michigan 48824-1065. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the acquisition, organization, description, and maintenance of the University's archival collections. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the acquisition, organization, description, and maintenance of the University's archival collections.

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A Government-funded Institution of Higher Education offering undergraduate and postgraduate courses

DEPARTMENT OF COMMUNICATION STUDIES Senior Lecturer/Lecturer (FR059)

The Department is seeking a Media Specialist to lecture in the areas of Principles & Methods of Advertising, Advertising Copywriting, Agency Management, Advertising & Social Issues. The appointee is also expected to supervise student projects, dissertations & workshops, and to participate in faculty research projects and the graduate programme.

Applicants should have a higher degree, preferably a Ph.D., with at least three years' tertiary teaching experience, and a record of excellence in creative work or publication.

For details or enquiries, please contact Dr. Bernard Anderson, Head of the Department, by phone (852) 339-7483 or by fax (852) 339-7375. Entry level and remuneration will be commensurate with qualifications, experience and research or creative productivity. Availability by 1 October 1992 will be an advantage, but an appointment in the second semester beginning in early February 1993 will also be considered.

Terms of Appointment
Salary (currently under review) will be in the range of HK\$385,020 to HK\$511,860 p.a. for Senior Lecturer (approx. US\$1-HK\$57.8); and HK\$212,460 to HK\$368,040 p.a. for Lecturer. Appointments are normally made either on Supernumerary Terms or Gratuity Terms (25% for Senior Lecturer and 15% for Lecturer will be paid upon satisfactory completion of contract). Generous benefits include vacation leave, medical and dental benefits for appointee and family and children's education allowance. Air passages and housing are also provided where applicable.

Applications including a letter, current curriculum vitae, a passport photo, and the names, addresses, fax & tel. nos. of three references should reach the Personnel Section, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong as soon as possible, preferably before 15 August 1992. Inclusion of recent letters of reference will expedite the selection process. Review of candidates will begin on 15 August 1992 and continue until the position is filled.



Wayne State University

FACULTY POSITION

Family Practice Residency Coordinator. Expanding department seeks a person with excellent interpersonal skills to coordinate resident and student teaching programs. Faculty appointment at the rank of Lecturer. Fractional time position. Degree in Public Health, Education, Administration or other related field. Send curriculum vitae to:

Margot Surridge
Department of Family Medicine
Wayne State University
305 S. Woodward
Royal Oak, MI 48067
(313) 464-1388

An Equal Opportunity, Affirmative Action Employer



Bethel College

Business

Full 1992. Tenure-track position in a small liberal arts college in West Tennessee. Ph.D. required. Must be a generalist capable of breadth in teaching. Experience in teaching at college level is desired. Background in business is a plus in consideration of applicants. Send resume, names of references with addresses and phone numbers, and transcripts to: John R. Dwyer, Executive Vice President and Academic Dean, Bethel College, McKenzie, TN 38001. EOE.

Assistant Head Women's Track and Field Coach. Appointment Date: September 15, 1992. Salary commensurate with qualifications and experience. Ten (10) month academic year. The successful candidate will be responsible for the coaching of the women's track and field team. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the coaching of the women's track and field team.

Assistant Head Women's Track and Field Coach. Appointment Date: September 15, 1992. Salary commensurate with qualifications and experience. Ten (10) month academic year. The successful candidate will be responsible for the coaching of the women's track and field team. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the coaching of the women's track and field team.

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Dean & Professor

Salary: \$77,800
CITY CAMPUS

Applications are invited for the position of Dean, Faculty of Environmental Design and Construction.

The Faculty of Environmental Design and Construction offers undergraduate and postgraduate programs in Architecture, Building Construction Economics, Interior Design, Planning, Landscape Architecture and Socio-Environmental Assessment and Policy. The Faculty also contains the National Key Centre for Design at RMIT.

The Dean is responsible for providing academic and professional leadership and management to the Faculty and for actively representing the Faculty, both nationally and internationally.

Applicants should have a higher degree, preferably at doctoral level in a discipline relevant to the Faculty; significant experience in the practice of a profession relevant to the disciplines offered by the Faculty; proven management ability; and an ability to think creatively and plan strategically. Applicants should also meet the criteria for the award of professional title, as outlined in the position description.

The successful applicant will be offered a five year contract appointment as Dean. A further appointment may be offered subject to review.

Further information is available in confidence from Professor David Wilmoth, Deputy Vice-Chancellor (Higher Education) RMIT, telephone 011 613 660 2002.

A position description may be obtained from Human Resources Management Group by phoning 011 613 660 4800 or fax 011 613 660 4833. Applications, in writing and quoting reference number 19404, should be addressed to Senior Appointments Officer by Friday, 20 August, 1992.

RMIT is now a university incorporating Phillip Institute of Technology

Equal opportunity is University policy
Royal Melbourne Institute of Technology
GPO Box 2476V,
Melbourne, VIC 3001



BIOLOGY INSTRUCTOR

Washtenaw Community College

A comprehensive two-year college dedicated to student, community and environmental improvement. The college is seeking a Biology Instructor to teach introductory biology courses. The successful candidate will be responsible for the instruction of biology students and the supervision of laboratory activities. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the instruction of biology students and the supervision of laboratory activities.

Applicants should have a Bachelor's degree in Biology and a minimum of two years of teaching experience. The successful candidate will be responsible for the instruction of biology students and the supervision of laboratory activities. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the instruction of biology students and the supervision of laboratory activities.

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CHAIR

Department of Cardiopulmonary Care Sciences School of Allied Health Professions College of Health Sciences Georgia State University

Georgia State University invites nominations and applications for the position of Chairman, Department of Cardiopulmonary Care Sciences.

The position of Georgia State University is looking for a dynamic individual with an earned doctorate, appropriate clinical credentials (applicants must be Registered Therapist, RRT), a clear vision of the department, scholarship, and a proven record of achievement in the field of cardiopulmonary care.

The Department of Cardiopulmonary Care Sciences admits 30 students per year, as well as additional advanced standing students, into its program. Both baccalaureate and master's programs are offered. The baccalaureate program is fully accredited through the JRCET. There are several full-time faculty in addition to a medical director.

The University of Georgia State is a large, urban university of approximately 20,000 students, located in metropolitan Atlanta. Cardiopulmonary Care Sciences is part of the College of Health Sciences, one of the Colleges in the University. The College is recognized for innovation in the fields of health-related professions throughout the State, and is nationally recognized for their contributions in teaching, research, service, and leadership in their disciplines.

Application Rank and salary are negotiable and commensurate with experience and expertise. Starting date for the appointment will be January 1993. Send Curriculum Vitae and letter of intent by September 15, 1992, to: Dr. Charles E. Smith, Search Committee, Department of Health and Dietetics, Georgia State University, Atlanta, Georgia 30303-3085, 404/651-3086, TELEFAX 404/651-3331. Please include three professional references.

Georgia State University is an equal opportunity education institution and an equal opportunity, affirmative action employer.



Foundation Chair in Speech and Hearing

Professor Tenurable
Ref 1558(a)
Re-advertised Position

Applications are invited for appointment as Professor or Associate Professor to the position of Foundation Chair in Speech and Hearing. The successful candidate will be responsible for the instruction of speech and hearing students and the supervision of laboratory activities. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the instruction of speech and hearing students and the supervision of laboratory activities.

Applicants should have a PhD in Speech and Hearing and a minimum of five years of teaching experience. The successful candidate will be responsible for the instruction of speech and hearing students and the supervision of laboratory activities. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the instruction of speech and hearing students and the supervision of laboratory activities.

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TUSKEGEE UNIVERSITY

LECTURER, DEPARTMENT OF MECHANICAL ENGINEERING,
SCHOOL OF ENGINEERING AND ARCHITECTURE,
TUSKEGEE UNIVERSITY

Nominations and applications are invited for the position, Lecturer, Department of Mechanical Engineering. The successful candidate will be responsible for the instruction of mechanical engineering students and the supervision of laboratory activities. The position is a full-time, non-tenure track position with a salary range of \$18,000 to \$22,000 per year. The position is open until September 1, 1993. The successful candidate will be responsible for the instruction of mechanical engineering students and the supervision of laboratory activities.

QUALIFICATIONS: Candidates should have an earned master's degree in Mechanical Engineering or Industrial Engineering, two years' teaching and/or research in related areas or 24 semester/36 quarter credits in relevant courses beyond the master's degree.

RESPONSIBILITIES: The Mechanical Engineering Department, which consists of 12 faculty members and 200 students, is one of the five academic departments (Aerospace Science, Chemical, Electrical and Mechanical Engineering and Architecture) in the School of Engineering and Architecture at Tuskegee University. The department offers baccalaureate and master's degrees in Mechanical Engineering and houses state-of-the-art equipment.

Tuskegee University is a private, state-related, land grant University with approximately 3,700 students and 300 faculty members. Since its founding over a century ago, one of the University's central missions has been the promotion of academic excellence in the technical and scientific professions.

Applications and nominations should be mailed to:
Dr. P. K. Ray, Head
Department of Mechanical Engineering
School of Engineering and Architecture
Tuskegee University
Tuskegee, Alabama 36088
(205) 727-0820

DEADLINE: August 5, 1992
Tuskegee University is an Equal Opportunity,
Affirmative Action Employer.

The University of Calgary

Head, Department of Educational Psychology

The University of Calgary Faculty of Education invites applications and nominations for the position of Head of the Department of Educational Psychology, effective January 1, 1993 or July 1, 1993. The Department, with 27 regular faculty members, contributes to the B.Ed. programs and offers extensive programs at the Master's and Doctoral levels. Areas of specialization within the Department include clinical, school and community psychology, computer applications, counseling psychology, developmental psychology, instruction and learning, measurement, rehabilitation studies, research design, special education, and statistics.

Candidates should be educational psychology specialists who have established a reputation in teaching, scholarship and research, and possess leadership qualities, and have the ability to work with field organizations. The tenure-track appointment will be made at the Associate or Full Professor level. Rank and salary commensurate with qualifications and experience.

The University of Calgary has an Employment Equity Program and encourages applications from all qualified candidates, including women, aboriginal people, visible minorities and people with disabilities. The University offers a Dual Career Employment Assistance Program for spouses. Applications, including a curriculum vitae, the names of three references and a brief statement of the applicant's goals, should be submitted by October 31, 1992 to:

D. D. O'Dell, Dean
Faculty of Education
The University of Calgary
2500 University Drive N.W.
Calgary, Alberta T2N 1N4
CANADA

INSTRUCTOR

Job Order #6887324

Position will design and perform general laboratory procedures, experiments with rodents and dogs. Will conduct tissue culture experiments using cell lines derived from normal and transformed cell lines. Design, perform and interpret biochemical experiments that use immunofluorescence, immunoprecipitation, western blotting, northern blotting and gel electrophoresis. Will conduct research in cell biology, molecular biology and genetics. Will teach general biology and cell biology. Will supervise laboratory assistants and students. Will maintain laboratory equipment and supplies. Will prepare reports and presentations. Will participate in departmental meetings. Will assist in the development of new courses and programs. Will assist in the recruitment and selection of new faculty and staff. Will assist in the development of new research projects. Will assist in the development of new teaching materials. Will assist in the development of new laboratory procedures. 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ment. Salary: Commensurate with previous experience. Deadline for receiving applications is August 17, 1992. Nominations, Dr. Deborah M. Fuschini, Dean, College, Babson Park, Florida. Equal opportunity employer.



ASSISTANT DIRECTOR OF HOUSING AND DINING SERVICES FOR RESIDENCE LIFE

Background: Kansas State University is a large multipurpose state university. K-State was founded on a land grant institution in 1883. The university enrolls approximately 21,000 students on both the main campus and a satellite campus located in Salina, Kansas. The Department of Housing and Dining Services houses approximately 4,000 students in 10 residence halls, one scholarship house and services three dining facilities. The department also has responsibility for twenty-four family living units housing approximately 1,000 students.

Duties and Responsibilities: The Assistant Director is responsible for coordinating all functions within the residence life component of the department. The Assistant Director is part of a management team that directs dining services, maintenance and housekeeping, personnel and payroll, business operations, summer conferences, accounting, computer support services, and family housing. The Assistant Director reports directly to the Director of Housing and Dining Services.

Responsibilities: Include the selection, training and supervision of professional hall director staff, graduate assistant staff and numerous student employees. This position provides direction for all leadership, advising, student development and disciplinary programs for the residence life area. The Assistant Director regulates specific budget entries for residence life in a departmental budget of approximately \$18 million dollars. The Assistant Director is also responsible for coordinating and participating in student development training, a psychology class in the Department of Counseling and Educational Psychology, university committees and enrollment management programs related to the orientation, recruitment and retention of students.

Qualifications: A master's degree in student personnel, higher education administration or related field is required. A minimum of five years' full-time, post-master's work in housing administration is required. Demonstrated ability to work with a comprehensive management team representing an auxiliary enterprise. Proven ability to integrate and implement current student development theory and practice with quality customer service.

Remuneration: The Assistant Director appointment is a full-time, twelve month appointment at a salary commensurate with background and experience. The university also provides a benefit package including retirement options, sick leave, annual leave and insurance programs.

Inquiries/Applications: For additional information or to make application please contact:

Search Committee
Dr. Chuck Waring
Director of Housing and Dining Services
Pittman Building
Kansas State University
Manhattan, Kansas 66506-4801
(913) 532-8453

Candidates should include a letter of application, a resume and the names, addresses and phone numbers of three references. Application deadline is September 1, 1992. Anticipated starting date is January 1, 1993.

Kansas State University is an Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

Director of Communications

Spring Hill College, a Jesuit liberal arts college with an enrollment of 1200, is seeking a Director of Communications. The Director will report to the Vice President for Development and will be responsible for planning, directing and implementing the College's communications program, including publications, public relations, media relations and institutional advertising.

A bachelor's degree and five to seven years' experience in communications in a college or university are preferred. The candidate must have strong leadership, organizational, management and interpersonal skills as well as demonstrated success in the communications/public relations field. Experience in oral and written communication is preferred. Excellent writing and oral communication skills are necessary.

Interview will begin August 10. Applications and nominations should be sent as soon as possible to:

Don Bowman
Vice President for Development
Spring Hill College
4000 Laughlin Street
Mobile, AL 36688



SPRING HILL COLLEGE

Spring Hill College is an Equal Opportunity Employer.

Financial Analyst: Five years' experience working within the community. Requires B.S. in Finance or Marketing and MBA and CPA or public accounting certification. MPA or public administration certification. Company based in New York with branches in Boston and Los Angeles managing with high profile accounts. Salary range \$30,000 to \$35,000 yearly basic. Fax resume (617) 251-7001 to John Arnesen for immediate consideration.

Health Services Director of Health Services: The University of Massachusetts Lowell is seeking a Director of Health Services to manage the health care services of all University residents. This person will be responsible for assessing students' health needs, care and management for controlling and disseminating health information for the development of health care and promotion policies, procedures and programs. He/she will be responsible for the overall supervision of the Health Services Department and its staff. The Health Services is a division of the Office of University Life and works directly under the supervision of the Vice Chancellor for University Life. The successful candidate must be a graduate of a state-approved and accredited school of

public health with a Master's degree and certification in the field of public health. He/she must have at least three years' practical experience in a supervisory or administrative capacity. Recent communication with high profile accounts. Salary range \$33,250-\$35,250. Please send resume, transcripts and two references to: Chair, Director of Health Services Search Committee, The University of Massachusetts Lowell, Office of University Life, 1 UMass Lowell, Lowell, Massachusetts 01854. The University of Massachusetts Lowell is an Equal Opportunity, Affirmative Action, Title IX, 504 employer.

History Writing Instructor: Assistant, Assistant or Professor of History. Teaching experience in the field of American History and American literature. The successful candidate will be responsible for teaching and supervising students in the field of American History. Teaching experience in the field of American History and American literature. The successful candidate will be responsible for teaching and supervising students in the field of American History.

UNIVERSITY OF MAINE Computing and Instructional Technology

DIRECTOR COMPUTER SERVICES

Responsibilities: The Director of Computer Services is responsible for the design, implementation, operation and management of a comprehensive academic computing program on the flagship campus. Management responsibilities include strategic planning, personnel, and budget. The Director provides "hands on" technical expertise and guidance to staff in the Network Services and Cluster implementation division and also supervises the User Services division which includes retail sales and repair of microcomputers and related equipment, help desk services, and instruction.

Qualifications: B.S. in Computer Science or related technical field such as Computer or Electrical Engineering preferred. A graduate degree is preferred. Minimum of 3 years of progressively responsible experience as a manager of technology, preferably within an academic environment. Effective supervisory and communication skills are essential.

MANAGER MICROCOMPUTER RESOURCE CENTER

Responsibilities: Effective management of a retail operation within the User Support Services division including supervision of operational and sales activities related to microcomputer hardware, software, accessories, and peripherals. The Manager works directly with the campus community in the store and through special events. The Manager is expected to develop and maintain effective negotiations with representatives of the commercial sector.

Requirements: B.S. in Business Administration, graduate degree in Business Administration or related area preferred. Knowledge of microcomputer hardware and software and the ability to predict and interpret basic and advanced computer needs are essential. Proven marketing and public relations skills and customer service with automated accounting and/or inventory systems are required.

Compensation: for these positions is commensurate with experience and qualifications. A letter of application, resume and three letters of reference should be sent to Elaine Albright, Director of Cultural Affairs and Libraries, Fogler Library, University of Maine, Orono, Maine 04469. Review of applications will begin immediately and continue until an appropriate candidate is selected. The University of Maine is an equal opportunity employer.

STANFORD UNIVERSITY DIRECTOR, MAJOR GIFTS

The Stanford Law School seeks candidates for the position of Director of Major Gifts. Reporting to the Associate Dean of Development, the Director's primary responsibility is for building, directing, and implementing one of the largest portions (as much as 60%) of the School's development program. In partnership with the Associate Dean, the Director will play a key role in shaping an enhanced funding effort; be responsible for the development and management of the Law School major gift program; identify and solicit major gifts; and manage staff and oversee support functions including research, stewardship, and communications.

The successful candidate will demonstrate initiative and achievement in large gift fund raising, the ability to strategize large gift solicitations and direct experience in soliciting gifts of \$50,000 or more; outstanding oral and written communication skills to work successfully with prospects, donors, faculty and staff; previous campaign experience desired.

Position is fixed term for five years from date of hire.

Application deadline is August 15, 1992. Salary range \$3,830-\$6,310 per month, depending on years of applicable experience.

Candidates should submit a complete resume to:
Nancy Koehl, Human Resources
Office of Development
301 Encina Hall
Stanford, CA 94305-5070

The University of Georgia

HEAD OF BUILDING SERVICES

The University of Georgia, the flagship institution of the University System of Georgia, has an immediate opening in the Physical Plant Division for an experienced Head of Building Services/Executive Housekeeper. The selected individual will be responsible for directing housekeeping and related operations for a large and complex state research university. Also required is preparing and monitoring departmental budgets; preparing and overseeing effective quality assurance and product testing programs and directing a training program for housekeeping personnel.

Candidates must possess a bachelor's degree plus professional executive housekeeping certification or equivalent and extensive housekeeping management experience. This position also requires complete knowledge of modern custodial methods and ability to foster effective relationships with the campus community.

Send resume of qualifications to:
Lisa Cowart
The University of Georgia
Employment Department
Athens, GA 30602
An EEO/AA Institution

24th and 25th Avenue, Cleveland, Ohio 44115. Equal Opportunity Employer, m/f/h.

History: Benford State University's College of Arts and Letters, Department of History, is seeking a full-time, tenure-track position to teach and supervise students in the field of American History. The successful candidate will be responsible for teaching and supervising students in the field of American History. Teaching experience in the field of American History and American literature. The successful candidate will be responsible for teaching and supervising students in the field of American History.

Library of Michigan Curator/Rare Book Librarian

The Library of Michigan is the state library, serving the legislature, state government and the general public directly and through statewide networking. The Library's collection of over 5.6 million items includes major collections of state and federal documents, Michigan topics, genealogy, newspapers, and public administration.

The Library is seeking a curator/rare book librarian responsible for administering its Rare Book program. This includes planning programs, setting goals, adding to the collection through selection and purchasing, publicizing, and fostering use of the collection. Responsibilities also include conservation and preservation of the materials.

Qualifications: include three years of professional experience in a research library working with rare books, manuscripts or special collections. Master's degree in Library Science from an ALA-accredited program highly desirable; advanced degree or significant advanced coursework/research in an appropriate subject area.

Salary: \$17.26 - \$23.41 per hour (approx. \$35,950 - \$48,693 annual), plus excellent fringe benefits.

Submit resume and letter of interest to Ms. Robin VanAlstine, Personnel Officer, Library of Michigan, P. O. Box 30007, 717 West Allegan St., Lansing, MI 48909 by August 14, 1992.

Equal Opportunity/Access Employer.

Curry College



Director

Program for Advancement of Learning

Small private College in suburban Boston seeks creative, dynamic, energetic leader to direct its nationally known program for qualified college students with learning disabilities and differences. Candidates should hold the doctorate, and must demonstrate strengths in administration, teaching, research, fund raising, and networking. The successful candidate will direct a diverse 15-member faculty in all areas of the operation of the program. The Director reports to the Dean.

The Program for Advancement of Learning (PAL), among the oldest and most highly respected college-level learning programs in the United States, was founded at Curry in 1970. The goal of PAL is to empower students through metacognition—helping students understand how they think and learn. The Program is an integral part of the college, which balances liberal and professional learning on a spacious and wooded campus in Milton, Massachusetts. The College enrolls approximately 950 full-time and 200 part-time undergraduates; there is a small graduate program as well.

Candidates must possess a thorough knowledge of human development and intellectual assessment. Strong communication skills are essential. Send letter of application with full resume by August 8 to:

Search Committee Chairman
Dr. David Fedio, Dean
Curry College
79 Atherton Street
Milton, MA 02186

thereafter as possible. Send letter of application, curriculum vitae, transcripts (official transcripts are required at the time of employment), and three letters of reference to: Dr. Judith McDonald, Dean, College of Arts and Letters, Benford State University, Benford, Minnesota 56001-2699. Please include three references to Dr. G. B. Head, Department of History, Box 300, Head, Department of History, Box 300, South Dakota State University, Brookings, South Dakota 57007-4003. Please include three references to Dr. G. B. Head, Department of History, Box 300, Head, Department of History, Box 300, South Dakota State University, Brookings, South Dakota 57007-4003. Please include three references to Dr. G. B. Head, Department of History, Box 300, Head, Department of History, Box 300, South Dakota State University, Brookings, South Dakota 57007-4003.

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THE STATE UNIVERSITY OF NEW JERSEY RUTGERS

University Librarian Director, University Library System

Rutgers, the State University of New Jersey, invites nominations and applications for the position of university librarian.

Rutgers, the comprehensive public research university for the state of New Jersey, comprises twenty-six degree-granting schools and colleges located on campuses in New Brunswick, Newark, and Camden, with educational services in many other communities throughout the state. Reporting to the University Vice President for Academic Affairs, the university librarian is responsible for the overall planning, operation, and direction of the library system, which encompasses units on the university's three major campuses. The university librarian functions as the senior administrative officer in charge of administering and managing the eighteen libraries on campus. The university librarian is responsible for developing the scholarly and research potential of libraries who hold faculty rank. The annual budget is over 10 million dollars. Within the context of the university's commitment and drive toward excellence, significant university support to the library and its leadership will be provided.

Rutgers University Libraries rank among the nation's top research libraries. Holdings include over 2 million books, 500,000 bound periodicals, over 5 million manuscript items in over 2,000 collections, 2.7 million microforms, and 2.4 million government documents. The rich and diversified collection is housed in 18 libraries located in Camden, Newark, and New Brunswick.

Candidates for the directorship should have a strong appreciation for, and commitment to, excellence in scholarship, research, instruction, and public service and proven ability to support effectively the work of university libraries. Desirable qualifications include an advanced professional or research degree, substantial administrative experience in a large university or research library, extensive planning experience in complex organizations, an understanding of national issues in research library administration, the ability to provide leadership in new library technological advances, and a sustained record of scholarly productivity. In particular, candidates should have experience that will enable them to develop effective program budgets, ensure the delivery of library services, and direct the development of library acquisition and service plans that meet the needs of the instructional and research programs of a large multi-campus system. In addition, the successful candidate must have the ability to work effectively with the university's deans, campus provosts, faculty, and students.

Letters of application or nomination, including a current vita and the names, addresses and telephone numbers of five references should be sent to: Search Committee, University Librarian, 101 Queens Building, Room 101, Rutgers University, New Brunswick, NJ 08901.

Applications will be accepted until a candidate is selected.

Employment eligibility verification required: Affirmative Action, Equal Opportunity Employer.

Counselor/Assistant Director of Admission and Coordinator of Minority Student Recruitment

The Undergraduate Admission Office at Fairfield University is seeking qualified applicants for Counselor/Assistant Director of Admission and Coordinator of Minority Student Recruitment. The successful candidate will be responsible for planning, coordinating, and implementing a comprehensive admission staff recruitment program for minority students.

Potential candidates should possess a minimum of a Bachelor's Degree and a valid driver's license. Prior admissions experience is highly desirable but not necessary. The position involves frequent travel to recruit students and coordinate admission staff recruitment program for minority students.

Application Deadline: August 7, 1992.
Starting Date: As soon as possible.
Please forward a cover letter and resume to:
David M. Flynn, Dean of Admission
North Benson Road, Fairfield University, Fairfield, CT 06430

FAIRFIELD UNIVERSITY

Fairfield University is an Equal Opportunity Employer

Health Services Director of Health Services: The University of Massachusetts Lowell is seeking a Director of Health Services to manage the health care services of all University residents. This person will be responsible for assessing students' health needs, care and management for controlling and disseminating health information for the development of health care and promotion policies, procedures and programs. He/she will be responsible for the overall supervision of the Health Services Department and its staff. The Health Services is a division of the Office of University Life and works directly under the supervision of the Vice Chancellor for University Life. The successful candidate must be a graduate of a state-approved and accredited school of

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DIRECTOR Disabled Student Services

This position is responsible for advising the University on the implementation and adherence to the guidelines of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. The Director supervises the daily operations of the Disabled Student Services Office; provides educational outreach and training to faculty, staff and students; oversees the purchase of adaptive equipment for disabled students; faculty and staff; interviews disabled students to assess special needs; handle special requests and accommodations; resolve student problems, and prepare/monitor office budgets.

Applicants must possess a Bachelor's degree, 3-5 years of administrative experience, and an interest in working with and for disabled persons. Teaching experience and an M.A. in Human Services is preferred.

We offer a competitive salary and a comprehensive benefits package, including 100% pre-paid tuition remission at Temple. Candidates should submit resume with salary requirement, and 3 letters of reference by Aug. 14 to: Carol Wilson, Employment Representative, TEMPLE UNIVERSITY, Room 203, USB, 1601 N. Broad St., Philadelphia, PA 19122. EOE/AA.



TEMPLE UNIVERSITY

CORRECTION

The position of Director of Institutional Research and Planning at Prairie State University in the July 15 issue was printed in error. The position has been closed.

Send resume and salary hist. to:
Prep for Prep
103 W. 91st St.
New York, NY 10024
Attention: A. H.

DIRECTOR OF RESIDENCE LIFE

Franklin Pierce College, a four-year liberal arts, residential college set in the beautiful Monadnock region of New Hampshire, seeks an immediate opening, a dynamic, experienced student development professional who will join the student affairs staff in developing a residential program which supports a collaborative academic and social curriculum.

Qualifications include a Master's degree in student development, or related area, and at least 3-5 years' experience managing a comprehensive residence life program. Review of applications will begin immediately and continue until position is filled. Please send letter of application, resume and names and phone numbers of three current references to: Assistant Director of Personnel, Franklin Pierce College, Box 60, Rindge, NH 03461-0060.



Franklin Pierce College
Rindge, New Hampshire 03461
Franklin Pierce College is an equal opportunity employer, actively seeking qualified women and minority applicants.

Products and applications research grants: managing all INI staff, and effectively leverage resources and in the INI through "strategic management." The successful candidate will have strong interpersonal and organizational skills, including the ability to interact effectively with faculty and staff. The Director, who will work closely with both faculty and staff, has the responsibility for the following: 1) developing and implementing a strategic plan for the INI; 2) developing and implementing a program of research and development; 3) developing and implementing a program of research and development; 4) developing and implementing a program of research and development; 5) developing and implementing a program of research and development; 6) developing and implementing a program of research and development; 7) developing and implementing a program of research and development; 8) developing and implementing a program of research and development; 9) developing and implementing a program of research and development; 10) developing and implementing a program of research and development; 11) developing and implementing a program of research and development; 12) developing and implementing a program of research and development; 13) developing and implementing a program of research and development; 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Director of Plant Operations KEENE STATE COLLEGE

Keene State College is pursuing "Vision 2000," its goal of becoming the public undergraduate college of choice in New England by the year 2000. This aspiration will be reached by sustaining academic excellence and by a commitment to building community and valuing the quality of life on campus.

Keene State College seeks a Director of Plant Operations for its campus of 160 acres, 75 buildings and 5,000 students. Reporting to the Vice President for Finance and Planning, the Director will assume the major leadership role in providing efficient and attentive care in the operation, maintenance and development of facilities, grounds and campus resources.

Responsibilities: The successful candidate will demonstrate strength in the areas of planning, operations, budgeting, and human relations, as well as the ability to provide leadership in bridging the institution's dual priorities of academic excellence and quality of life on campus.

Leadership: Interact positively and communicate openly with physical plant staff, faculty and students, campus administrators and staff, faculty and students; recommend, evaluate and provide liaison with outside contractors, vendors and consultants; oversee the hiring, supervision, and professional development of staff; coordinate effectively with University System of New Hampshire officials, and others regarding physical plant issues. Assure equal employment opportunities.

Campus Planning: Integrate campus facility needs with the college-wide planning process; provide leadership in developing and implementing repair and renovation programs; interpret federal, state and local safety and facility standards to assure college compliance.

Operations: Supervise capital projects through all phases from planning to operation; oversee handling and disposal of hazardous materials; support safety training programs; supervise operation and maintenance of campus utilities, heating plant, fuel storage, mechanical systems, vehicles; supervise entry conservation, recycling programs and maintenance of the campus physical plant to ensure quality control and timely completion of assignments; maintain records of design, construction, repair, facility usage, scheduling, and maintenance.

Qualifications: Bachelor's degree, preferably in engineering or related field, and prior employment in a multi-building environment with at least five years of progressively responsible management experience required. Experience in a college or university setting, strong human relations skills, leadership and delegating ability, financial management skills and demonstrated knowledge of health and safety codes desirable. Salary starting salary with additional qualifications, \$45,000.

Applications: Consideration of applications will begin on September 9, 1992, and will continue until the position is filled. Send letter of application which addresses qualifications and duties listed above, current resume, and names, addresses and telephone numbers of three professional references to: Gayle Pratt, Office of Human Resource Management, Keene State College, Keene, NH 03503.

Keene State College is an Affirmative Action,
Equal Opportunity Employer.

UNIVERSITY OF CALIFORNIA AT BERKELEY

ASSOCIATE DIRECTOR

U.C. Berkeley Development Office seeks an Associate Director, Corporate & Foundation Relations, to identify, cultivate and solicit corporate/foundation gifts for the University. Develop and execute corporate and foundation strategies in conjunction with the Chancellor and other executive staff/faculty. Plan events and visit to bring key executives and campus officials together. Expand campus liaison with California and national corporations and foundations.

Qualifications: Experience in developing fundraising strategies for major corporations and foundations. Extensive background in writing and presenting major gift proposals, and prior experience in university or closely related fundraising. Oral and written presentation skills. Science or engineering background, knowledge of Southern California corporations and foundation, and exp. in direct sales desirable. Salary: \$41,500-\$62,300, plus excellent benefits. Closing date: 8/1/92.

To apply: Send cover letter and resume to:
UC Campus Personnel Office
Job #07-505-53
3200 University Ave., Rm. 7G
Berkeley, CA 94720.
EO/AAE.

International Business/Asian Studies Assistant Professor to teach in Department of Management and Foreign Languages. Description of Duties: Teach courses in international management, Japanese language and culture, Asian studies, and Japanese Studies programs, assist in the development of international business programs and research projects, and assist in the development of international business programs and research projects.

Legal: See regular classified advertisement for Assistant Professor to teach in Department of Management and Foreign Languages. Description of Duties: Teach courses in international management, Japanese language and culture, Asian studies, and Japanese Studies programs, assist in the development of international business programs and research projects, and assist in the development of international business programs and research projects.

JOHNS HOPKINS UNIVERSITY

Database Training Instructor

The Johns Hopkins University invites applications and nominations for the Database Training Instructor in the Laboratory for Applied Research in Academic Information, William H. Welch Medical Library of the Johns Hopkins Medical Institutions (JHMI).

This position in the Lab's Product Services Group has responsibility for developing, modifying, and delivering training and outreach activities for the Lab's databases (including the Genome Data Base and Online Mendelian Inheritance in Man) and for related biomedical databases produced by other organizations. This is a Research Associate (non tenure-track faculty) position.

Duties: Teach courses and present demonstrations in the Lab's training facility in Baltimore and at universities, research centers, and meetings both nationally and internationally; develop, evaluate, and update training activities, both classroom and non-classroom-based, to reflect changes in the databases and the needs of a diverse and distributed scientific community including students, senior faculty, industrial researchers, clinicians, and information specialists; provide feedback and input to the Lab's Product Development and Data Management Groups.

Requirements: Ph.D. in the life sciences or related field with M.S. or M.A./M.S. in information systems, 3-5 years' experience with biological/medical databases, including the provision of product services/training/demonstrations to the user community. Excellent teaching and communication skills. Ability to work with other professional staff, both in the Lab and at other institutions. Willingness to travel up to 25 percent. Strong commitment to user service. Training in molecular biology/genetics and experience with sequence analysis software highly desirable.

Salary is negotiable and competitive. Send (via US mail or electronic mail) or fax letter of application, resume, and salary requirements to:

Training Coordinator
Laboratory for Applied Research in Academic Information
The Johns Hopkins University, Johns Hopkins Inn
400 North Broadway, Room 335
Baltimore, MD 21211
Fax: (410) 614-0434
E-mail: Internet: labinfo@jhu.edu

Deadline for applications is August 31, 1992.

An Affirmative Action, Equal Opportunity Employer.



DIRECTOR OF RESEARCH School of Nursing East Carolina University

Applications and nominations are invited for the position of Director of Research in this large MHA-accredited School of Nursing. Responsibilities include conducting research, facilitating faculty research, preparing proposals, collaborating in research with clinicians, and teaching as appropriate. Successful candidate must hold a doctoral degree and demonstrate evidence of published research. Master's in nursing and three or more years' experience in nursing or health science research is preferred.

East Carolina University is part of the University of North Carolina system and is located near the Atlantic coast in a rural area. The School of Nursing, along with the Schools of Medicine and Allied Health, is a part of the Division of Health Sciences.

Screening will begin April 15, 1992 and will continue until the position is filled. Letter of application, transcripts, vita, and the names of three references should be sent to:

Dr. Martha Keener Engleke, Chair
Search Committee, Director of Research
East Carolina University
School of Nursing
Greenville, North Carolina 27858-4353

AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

ASSOCIATE DIRECTOR OF THE CAPITAL CAMPAIGN

The Indiana University School of Law-Bloomington seeks applications for a qualified candidate to join the law school's development staff as an Associate Director of the Capital Campaign. The School of Law is in the planning stages for a capital campaign that is linked to the 1992 Segregationism. This individual will play an important role in helping to plan and organize the capital campaign and be responsible for the direct personal solicitation of major gifts. Additionally, this person will be responsible for identifying, recruiting, and training major gift volunteers. A willingness to travel is essential.

Qualifications: Includes a bachelor's degree, strong written and oral communication skills, and a demonstrated ability to relate well with people. Must be self-directed and creative. Successful experience in fund raising including major gifts and capital campaigns in a higher education setting is highly desirable. Salary and benefits are competitive and the level of appointment will depend upon prior experience. Nominations and applications should be directed in confidence to:

Arthur M. Lutz
Director of Development
Development Office, Room 200
Indiana University School of Law
Bloomington, Indiana 47405

To assure full consideration immediately, applications will be continued to be reviewed until the position is filled.

AAEEO. Minority candidates are encouraged to apply.

Legal: See regular classified advertisement for Assistant Professor to teach in Department of Management and Foreign Languages. Description of Duties: Teach courses in international management, Japanese language and culture, Asian studies, and Japanese Studies programs, assist in the development of international business programs and research projects, and assist in the development of international business programs and research projects.

Assistant to the President and Secretary to the Board of Trustees Adelphi University

Outstanding opportunity for a recent or experienced PhD or JD seeking a position in educational administration with demanding, dynamic President and an activist, ambitious Board of Trustees.

As Assistant to the President will carry out a broad spectrum of administrative responsibilities, represent the President, as required, within the University and externally, and serve as a liaison between the President and the Board of Trustees.

As Secretary to the Board of Trustees will organize agendas, attend all meetings, be responsible for all minutes and administrative responsibilities as required.

The successful candidate for this combined position will be an individual who:

- Has a level of maturity to work effectively with the Board of Trustees, senior management, faculty, and staff.
- Is a self-starter, intelligent, gracious, articulate, sophisticated, discrete, and has a strong sense of self.
- Has a demonstrated high level of writing and speaking skills.
- Is adaptable, flexible and prepared to carry out a high volume of assignments at all levels.
- Has the ability to translate ideas into action and is an independent thinker.
- Is computer literate.

Interested candidates should apply by personal letter, enclosing a separate curriculum vitae to: Donald H. Flanders, Associate Vice President for Human Resources and Labor Relations, ADELPHI UNIVERSITY, South Avenue, Garden City, Long Island, New York 11530.



TRINITY COLLEGE

invites applications for the position of ASSOCIATE DIRECTOR OF FINANCIAL AID

The Associate Director will report to the Director of Admissions and Financial Aid and will be responsible for:

- Awarding of financial aid
- Maintaining government compliance regulations
- Work with College Business Office in the reconciliation of accounts
- Review all federal and state financial aid regulations
- Manage office personnel on a daily basis

The qualified applicant must possess:

- 3-5 years of financial aid experience with some experience in management
- Have experience in, or be comfortable working in, a progressive financial aid office
- A commitment to fulfilling current students' needs as well as prospective students and their families
- The ability to work closely with the Admissions staff
- MA required/MA preferred

Applications are being accepted until September 1 or until the position is filled.

To apply for the position, submit a resume and letter of application outlining your interest in the position and the names of three references to:

Human Resources
Trinity College
2605 Half Day Road
Decatur, IL 62521
Phone: (800) 317-7024

TRINITY COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER.

(starting date immediately) to John C. Chabot, Chair, Search Committee, University of Mississippi, University, Mississippi 38677. The University of Mississippi is an affirmative action, equal opportunity employer.

Library: Baylor University, newly created faculty position: Science/Engineering Librarian. Responsibilities: Develop, coordinate, and administer the library's collection of scientific and technical materials. Develop and maintain public service, effective oral and written communication skills, and knowledge of library services and procedures. Develop and maintain a working knowledge of library services and procedures. Develop and maintain a working knowledge of library services and procedures.

Opening Date: Immediate. Closing Date: September 15, 1992. Salary: \$34,000-\$42,000. Experience: Graduate degree in library science or related field. Experience in library science or related field. Experience in library science or related field.

CARLETON COLLEGE



Director of Academic Computing

Carleton College announces the creation of a new academic computing position and seeks a Director whose responsibility will be to enhance computing at Carleton. The Director will be a strong advocate for academic computing at Carleton, and will develop the plans and budgets required for the success of the program. The Director will work with the Academic Computing Committee and College administrators to set priorities for academic computing. The Director will also oversee the operation of student computer laboratories and will consult regularly with other college offices.

The Director will be responsible for the operation of student computer laboratories and will consult regularly with other college offices. The Director will be responsible for the operation of student computer laboratories and will consult regularly with other college offices. The Director will be responsible for the operation of student computer laboratories and will consult regularly with other college offices.

Compensation is commensurate with experience and qualifications and includes full benefits. The Search Committee will begin to review applications on August 31, 1992. Please send letter of application, current resume, and three letters of recommendation in Steven Golovick, Associate Dean of the College, Carleton College, Northfield, MN 55057; e-mail: sgolovick@carleton.edu.

Carleton College is a highly selective, educational, residential, nonsectarian liberal arts college with 1,850 students and approximately 200 faculty, located 40 miles south of Minneapolis and St. Paul. The College supports a rich computing environment including VAX/VMS central computers, MS-DOS and Macintosh personal computers and administrative computers, and a variety of faculty offices, computing laboratories and classrooms. Carleton was a founding member of Minnesota Regional Network and maintains an extensive campus network that provides access to resources such as library catalogs. A new building that will house the Academic and Administrative Computing Services is currently under construction.

Carleton College is an Affirmative Action, Equal Opportunity Employer. Applications from women and members of minority groups are encouraged.



WAYLAND ACADEMY Assistant/Associate Director ADMISSIONS

One of America's leading secondary boarding schools has an immediate opening for an Assistant/Associate Director of Admissions. The successful candidate will be responsible for the recruitment and admission of students to the Academy. The candidate must have a minimum of five years of experience in secondary education and a strong background in admissions. The candidate must also have excellent communication skills and be able to work effectively with students, faculty, and parents.

Wayland Academy is an Affirmative Action, Equal Opportunity Employer.

Library: The University of Texas at El Paso, El Paso, Texas. The University of Texas at El Paso is seeking a qualified candidate for the position of Assistant/Associate Director of Admissions. The candidate must have a minimum of five years of experience in secondary education and a strong background in admissions. The candidate must also have excellent communication skills and be able to work effectively with students, faculty, and parents.

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Director of Psychosocial Services/ Psycho-Oncologist

Temple University's Comprehensive Cancer Center is seeking a Psychiatrist to direct its Psychosocial Services Program. Selected candidate will be eligible for a full time faculty appointment to the Department of Psychiatry, Temple University School of Medicine. Rank commensurate with experience.

Applicants should be Board Certified in Adult Psychiatry (or eligible); possess at least two years of post-residency experience in the active clinical practice of consultation/psychiatry, and hold a Pennsylvania State Physicians License.

Ideal candidates will have formal fellowship training in Psycho-Oncology and 2-3 years clinical experience in Psycho-Oncology or care of similar patients with life-threatening illness. A record of scholarly, teaching and research activities in consultation-liaison psychiatry is strongly preferred.

For consideration, please forward your resume to: Barry Eisenman, M.D., Ph.D., Chairman, Dept. of Psychiatry, TEMPLE UNIVERSITY, HEALTH SCIENCE CENTER, 2nd Fl., Tioga High Rise, 3401 N. Broad St., Phila., PA 19140. An equal opportunity, affirmative action employer.



Director of Business & Finance

The Iowa State Board of Regents, the governing Board for three universities & two special schools, seeks a Director of Business & Finance. The successful candidate will be responsible for the management and administration of the Board's financial affairs. The candidate must have a minimum of five years of experience in financial management and a strong background in business and finance. The candidate must also have excellent communication skills and be able to work effectively with the Board and the public.

Library: The University of Texas at El Paso, El Paso, Texas. The University of Texas at El Paso is seeking a qualified candidate for the position of Assistant/Associate Director of Admissions. The candidate must have a minimum of five years of experience in secondary education and a strong background in admissions. The candidate must also have excellent communication skills and be able to work effectively with students, faculty, and parents.

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Head Of The Social Work Library

This Library, with approximately 30,000 printed volumes and a staff of 5 FTE, provides a full range of professional services to the School of Social Work. Its holdings and collection development goals complement the social science collections in O'Neill, the central research library on campus. The Head Librarian is responsible for overall management for the Social Work Library, participates in reference service delivery, works closely with the Dean and the faculty of the School of Social Work, and serves as a member of several major committees within the School. The position reports to the Senior Associate University Librarian and is an active participant in decision-making about overall University Library policies.

Requires an ALA-accredited MLS with at least 5 years' relevant experience in an academic or research library and a graduate background in social work and/or appropriate social science. Experience in management of staff and budgets, collection development and successful use of technology to enhance library services are required. Ability to contribute actively to the mission of the Graduate School of Social Work is essential. Evidence of continuing professional development and relevant contributions to librarianship are highly desirable. Salary from \$40,000 depending on qualifications.

Boston College, a Jesuit University of 9,000 undergraduates and 5,500 graduate and professional students, is committed to the ideal of excellence and service to others. Benefits include 22 days' vacation, tuition remission and a wide range of insurance programs.

Applications received before September 1, 1992 will receive first consideration. To apply send 2 copies of both a resume and cover letter along with names and phone numbers of 3 references to: Richard Jefferson, Director of Employee Relations, Department of Human Resources, More Hall 515, Boston College, Chestnut Hill, MA 02167. An Equal Opportunity/Affirmative Action Employer.

BOSTON COLLEGE

A Jesuit University

TEIKYO POST UNIVERSITY SEEKS Registrar

Responsible for the continued development of technological applications for the function of registration, evaluation, and maintenance of student records; analysis of enrollment data; preparation of graduation schedules; certification of graduation; and course scheduling.

Minimum of five years' experience as Registrar. Master's Degree in related field required. Salary is commensurate with experience. Benefits are excellent. At your earliest convenience, please forward resume to: Philippa F. Scholten, Director of Human Resources.

Library: The University of Texas at El Paso, El Paso, Texas. The University of Texas at El Paso is seeking a qualified candidate for the position of Assistant/Associate Director of Admissions. The candidate must have a minimum of five years of experience in secondary education and a strong background in admissions. The candidate must also have excellent communication skills and be able to work effectively with students, faculty, and parents.

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BUCKNELL

Division of Student Services Assistant Director of Student Activities

Bucknell is a highly selective comprehensive university of 3,400 students in northern central Pennsylvania that offers undergraduate and master's degree programs in the liberal arts and professional programs in engineering, management, and education.

The Assistant Director of Student Activities advises the major campus programming boards, co-facilitates leadership development programs, guides yearbook production, and supervises renovation and management of student organization space. Applicants should be committed to multiculturalism and to enhancing student/faculty interaction in all co-curricular experiences. A bachelor's degree is required, a master's degree and two years' experience are preferred. Send a letter of interest, resume, and three letters of reference to:

Walter Sklar
Director of Student Activities
Langone Center-Bucknell University
Lewisburg, PA 17037

Review of applications will begin on August 7, 1992 and will continue until the position is filled. Applications from women and members of minority groups are especially encouraged.

Library: The University of Michigan, Ann Arbor. The University of Michigan is seeking a qualified candidate for the position of Assistant/Associate Director of Admissions. The candidate must have a minimum of five years of experience in secondary education and a strong background in admissions. The candidate must also have excellent communication skills and be able to work effectively with students, faculty, and parents.

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**NATIONAL CENTER ON
POSTSECONDARY
TEACHING, LEARNING &
ASSESSMENT
ASSISTANT/ASSOCIATE
DIRECTOR OF OPERATIONS**

Nominations and applications are invited for the position of Assistant/Associate Director of Operations for the National Center on Postsecondary Teaching, Learning and Assessment, NCTLA. It is a five-year, \$5.9 million research and dissemination center funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A consortium of six major universities and thirteen nationally prominent researchers, NCTLA is administered at The Pennsylvania State University and directed by a three person team to whom the Assistant/Associate Director will report.

The Assistant/Associate Director of Operations will be responsible for the overall management and operations of the Center. This includes conducting meetings of the research team, preparation of quarterly and annual reports for the government, coordination of Center activities with its National Advisory Board, on-going liaison with OERI program officer, and the Center's budgetary oversight and administration. The Assistant/Associate Director of Operations will keep the research team apprised of Center issues and facilitate communication across research programs.


Qualified candidates should have a Master's degree (Ph.D. or equivalent degree preferred) and at least five years of mid-level administrative experience. Experience administering funded research is desirable. Necessary abilities include organizational and budgetary skills, ability to manage multiple tasks, strong writing and editorial skills, and good interpersonal communication skills. The position requires flexibility and a willingness to undertake the multiple tasks associated with management of a complex national center.

This is a three-year, fixed-term position to begin December 1, 1992, with application materials due **AUGUST 15, 1992**. Salary commensurate with qualifications and experience. Applicants should send a letter of application, a *résumé*, and the names, addresses, and phone numbers of three references to:

Dr. James L. Ratcliff, Director
National Center on Postsecondary
Teaching, Learning, & Assessment
The Pennsylvania State University

The Pennsylvania State University
403 South Allen Street, Suite 104
University Park, PA 16801-5252

PENNSTATE

 University Park
Campus

The National Center is a consortium housed at The Pennsylvania State University that includes the University of Illinois at Chicago, Syracuse University, Northwestern University, Arizona State University, and the University of Tennessee.

**An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged to Apply**

Director
John Bulow Campbell Library

COLUMBIA THEOLOGICAL SEMINARY
Decatur, Georgia

Director of 105,000-volume general theological library scheduled for \$5M renovation/expansion.

Resumé, three references, to Glenn R. Bucher, Dean of Faculty, CTS, 7 Columbia Drive, Decatur, GA 30031, by 11/1/92.

relevant higher degree, teaching experience and proven research ability. The position is available at both the undergraduate and graduate level. An understanding of

positions are available from January, 1993. Lecturer/Senior Lecturer (Continuals or Joint Tenure) in Marketing; Reference number: G/300136. The appointee will be required to teach and develop marketing courses at the undergraduate level. The successful candidate should be able to

how a strong research interest in the field and a demonstrated capacity to publish. **Lecturer/Senior Lecturer (Continuing or Limited Tenure)** in Organisational Behaviour; Reference number: G/300/137. The appointee will be expected to teach undergraduate courses in Organisational Behaviour for five years. Appointees from overseas will be eligible for assistance with travel and removal expenses. Further information and a position description for Professor Stephen J. Deery: Telephone: (613)344 5732, Fax: (613)344 4122, e-mail: sj.deery@unsw.edu.au

hour and Organisational Theory. The successful candidate will be expected to develop new subjects in Organisational Behaviour at the postgraduate level and play an active role in supervising Master's and Ph.D. research students. Lecturer (Consultant) Salary: \$44,000-\$48,688 per annum (Level \$450,223-\$457,913 per annum: (Lecturer). Applications should be duplicated, quoting three referees (in accessible numbers) to Director, Personnel Services, The University of Melbourne, Parkville, 3010.

University of Melbourne is an equal opportunity employer and has a smoke-free place policy.

West Virginia University CONTROLLER

Search Reopened

West Virginia University seeks applications and nominations for the position of Controller. With an annual operating budget of \$310 million, West Virginia University is the state's major research, doctoral degree-granting, land-grant institution. Enrolling 22,500 students in 175 degree programs, the University consists of fifteen colleges and schools, a comprehensive Health Sciences Center, and two regional campuses, including Potomac State College of West Virginia University and West Virginia University at Parkersburg.

The Controller reports to the Associate Vice-President for Finance and is responsible for university-wide administration of all accounting and financial reporting policies including, but not limited to, the proper processing and recording of financial transactions, the preparation of all official financial reports, the establishment and maintenance of internal control systems, the stewardship of campus assets, and the fulfillment of debt responsibilities. The Controller manages a staff of 100 persons to provide accounting, student fee collections, payroll preparation, financial reporting, inventory, tax, contract management, and disbursement services for the campus. The Controller also provides functional oversight and direction to the accounting and control aspects of all campus business and financial activities. In addition, the Controller serves as a senior administrative officer, who must successfully interact with all levels of management, various state and federal officials, and external auditors.

Functions reporting to the Controller include Accounts Payable, Budget, Payroll, Budget and Cash Administration, Grants and Contracts Accounting, Financial Analysis and Reporting, General Accounting, Accounting Systems, Financial Archives, Insurance, and Administrative Forms Supply.

Qualifications: Applicants are required to have a Bachelor's degree (Master's preferred) in an appropriate field, such as accounting, finance, or administration, and have five or more years' experience in higher education accounting at the assistant controller level or above of a land-grant or other research university (relevant experience in not-for-profit organizations other than higher education may be substituted). The CPA certificate is strongly preferred. In addition, the applicants are required to have an understanding of computer-based accounting systems, relevant tax laws, federally sponsored research accounting and auditing procedures, and demonstrated leadership, interpersonal, communication, and management skills.

Salary: Salary competitive and consistent with qualifications.

Application Process: Review of applications will continue until the search is completed. For full consideration, please submit a letter of application, a current resume, and names, addresses, and phone numbers of three references by September 15, 1992 to:

Narvel Weese, Jr., Chair
Controller Search Committee
West Virginia University
Post Office Box 8001
Morgantown, WV 26506-8001

West Virginia University is an Equal Opportunity,
Affirmative Action Employer.
Women and minority persons are especially encouraged to apply.

Director of the Office of Lesbian, Gay, and Bisexual Life

Emory University seeks applications and nominations for the position of Director of the Office of Lesbian, Gay, and Bisexual Life. A major research university located in Atlanta, GA, Emory includes a liberal arts program in the college, the Graduate School of Arts and Sciences, and a professional school. The total enrollment is 11,661.

The director will primarily serve as an educator for the university setting a variety of techniques and resources. Available for consultation with offices, departments and programs, the director will develop and implement workshops and programs according to the particular needs of each setting. As the key communicator of these issues, the director will advocate for lesbian, gay, and bisexual people within the Emory community. The director will oversee the budget and supervise graduate student coordinators and work study students.

To apply, submit a resume and cover letter to:
Barbara A. B. Patterson
Dewey Hall
Emory University
Atlanta, GA 30322

SCREENING OF APPLICATIONS WILL BEGIN IMMEDIATELY AND WILL CONTINUE UNTIL THE POSITION IS FILLED.

Applicants should include a cover letter outlining the applicant's perspective on critical issues of lesbian, gay, and bisexual life in higher education. An increasingly completed resume, three to five years of experience working in higher education or a related field is expected. Master's degree or Ph.D. preferred.

EMORY UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER.

Music: Tenure-track position as Director of Choral Activities and Instructor of Voices at small state university, effective September 1, 1992. Required: M.A. or M.F.A. in Music, 1992. Recent record of vocal technique and vocal pedagogy. Desirable: college-level teaching experience and successful experience with student recruitment. Send letter, vita, all college transcripts, at least three letters of recommendation, and a tape recording that includes a solo performance by the candidate and a performance of a choral group conducted by the candidate in stamped, self-addressed envelope must be included for return of the tape by July 31 to Dean David M. Taylor, Station 23, Livingston, NJ 07033. No incomplete applications will be considered. Equal Opportunity Employer.

Music: Tenure-track position for pianist at small state university, effective September 1, 1992. Required: artist/pianist, with master's degree in piano performance (M.A., M.M., or M.F.A.). Desirable: recent record of piano performance, teaching experience, and successful experience with student recruitment. Send letter, vita, all college transcripts, at least three letters of recommendation, and a tape recording that includes a solo performance by the candidate and a performance of a choral group conducted by the candidate in stamped, self-addressed envelope must be included for return of the tape by July 31 to Dean David M. Taylor, Station 23, Livingston, NJ 07033. No incomplete applications will be considered. Equal Opportunity Employer.

Music: Tenure-track beginning August 15, 1992. Teach undergraduate courses in music curriculum including: music theory, music history, secondary music methods, brass methods, applied music and instrumental instruction. Position also serves as Director of Bands responsible for development

DIRECTOR OF FISCAL AFFAIRS Andover Newton Theological School

The Director of Fiscal Affairs is the school's Business Manager and Senior Financial Officer. She/he prepares and administers the annual budget; makes financial projections; oversees the school's various financial activities; supervises the maintenance and development of Buildings and Grounds; oversees Personnel policies and practices; and coordinates all real estate, legal, and major business matters in conjunction with established policies of the Board of Trustees.

The Director of Fiscal Affairs reports directly to the President. All Business Office personnel, the Superintendent of Buildings and Grounds, the Food Service Manager, and certain equipment and services personnel report to the Director of Fiscal Affairs.

Qualifications and Qualities:

B.S. in Business Administration or Accounting required, MBA preferred. A minimum of 5-7 years of significant financial experience directly related to budgeting, financial planning, and investments is expected.

Please submit salary requirements with a resume and cover letter to:

Dr. David T. Shannon, President
Andover Newton Theological School
210 Hartwick Road
Newton Centre, MA 02459

Affirmative Action, Equal Opportunity Employer

ASSISTANT DIRECTOR/ DIRECTOR OF THE UNIVERSITY CHOIR

Tuskegee University is a co-educational, privately controlled, yet state-related, professional, scientific, and technical university located in Tuskegee, Alabama. As one of the oldest of the nation's historically black institutions of higher learning, Tuskegee University has taken great pride in its renowned University Choir and distinguished African-American composers.

The Director of the University Choir will plan an annual program of choral music and instruction for a 100-voice choir which will sing for major convocations, weekly chapel services and invited performance engagements.

The director will hold a master's degree in music education, with an emphasis in voice or choral directing, music theory and technique, or demonstrate equivalent or higher professional achievement. Keyboard ability is strongly preferred.

Substantial knowledge of classical music and African-American traditional and contemporary choral music is required. The Director of the University Choir will manage a budget and cooperate closely with the Dean of the Chapel.

Candidates should be prepared to serve six to nine months as assistant choir director before assuming the position of Director of the University Choir. Evaluation of candidates will begin immediately and will continue until the position is filled. Send letter of application and c.v. to: Dr. Jean Fife, Assistant Provost, 207 Kresge Center, Tuskegee University, Tuskegee, AL 36088.

ASSISTANT DIRECTOR OF CAREER CENTER AUGUSTANA COLLEGE

RESPONSIBILITIES: Provide internship advisement and career search assistance to students in liberal arts areas including: natural sciences, mathematics and computer science, fine and performing arts, as well as English and foreign languages; provide graduate school advisement; conduct employer development activities; coordinate international internship and job placement; and develop alumni career information network.

QUALIFICATIONS: A Master's Degree with experience in career development is preferred. Bachelor's degree is required. Candidate must have strong organizational, planning, communication, and advisement skills as well as a desire to become part of a team effort in providing comprehensive career services to Augustana College students. A background with personal computers and automated systems is desirable.

Starting date for the position is August 22, 1992, or sooner. Please send letter of application and resume to:

Ruth Bloom
Director, Career Center
Augustana College
659-38th Street
Rock Island, IL 61201

Music: Instructor of Music and Assistant Band Director. Full-time, tenure-track position. This position involves teaching low brass, or secondary woodwinds; directing a second Jazz Ensemble; serving as Assistant Director of the Symphonic Band; teaching Music Appreciation; and requires the qualifications for teaching either Music II or Music III. The successful candidate will be a native born in performance and in conducting. The position will be a low to mid level position. Minimum academic qualifications include a master's degree and at least 18 graduate hours in music. Applications should be sent to the Director of Personnel, Temple Junior College, 2600 South First Street, Temple, Texas 76788. Screening will be conducted until the position is filled. Employment is to commence in August. An Affirmative Action, Equal Opportunity Employer.

Music: Instructor of Music and Assistant Band Director. Full-time, tenure-track position. This position involves teaching low brass, or secondary woodwinds; directing a second Jazz Ensemble; serving as Assistant Director of the Symphonic Band; teaching Music Appreciation; and requires the qualifications for teaching either Music II or Music III. The successful candidate will be a native born in performance and in conducting. The position will be a low to mid level position. Minimum academic qualifications include a master's degree and at least 18 graduate hours in music. Applications should be sent to the Director of Personnel, Temple Junior College, 2600 South First Street, Temple, Texas 76788. Screening will be conducted until the position is filled. Employment is to commence in August. An Affirmative Action, Equal Opportunity Employer.

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Director Student Activities (reopened)

Bridgewater State College is seeking an experienced educational leader with an understanding of student development theory, a commitment to co-curricular learning, experience in advising student organizations and programming expertise. The Director is responsible for planning and implementing the student activity program for the College, providing leadership programs, group advising and program planning support. The Director will also assist major student groups and develop and implement appropriate services for commuter students.

The successful candidate will have a Master's degree in Student Personnel, Higher Education or a related field, and 5+ years of programming experience in a college setting. Preference will be given to candidates who are professionally active in state or national organizations.

Bridgewater State College is located approximately 30 miles south of Boston within an easy drive of Cape Cod. The college enrolls 8100 full- and part-time students with 5700 undergraduates and 1900 resident students.

Send letter of intent, resume and name, address and telephone numbers of five professional references to: Mr. John Harper, Chairperson of the Student Activities Search Committee, Office of Human Resources, Boyden Hall, Bridgewater State College, Bridgewater, MA 02325. An Equal Opportunity/Affirmative Action Employer.



UNIVERSITY OF VIRGINIA DIVISION OF CONTINUING EDUCATION Senior Program Development Director

The position of senior program development director is now available. The senior program director will work closely with the associate deans to create the strategy for responding to opportunities and solving programming problems. The senior program director will be given responsibility for refining and executing the programming plan. The senior program director must be very versatile, exceptionally productive, and remarkably imaginative. Must be comfortable in the academic community and highly effective in the external market place. Must create and manage program budgets for regional, national, and international audiences. Must create and manage program budgets for regional, national, and international audiences. Must create and manage program budgets for regional, national, and international audiences.

Qualifications: Master's degree required (Ph.D. preferred), but demonstrated success at creating and managing academically sound programs is what is most important. A strong interest in the field of continuing education is essential. The senior program director must be very versatile, exceptionally productive, and remarkably imaginative. Must be comfortable in the academic community and highly effective in the external market place. Must create and manage program budgets for regional, national, and international audiences. Must create and manage program budgets for regional, national, and international audiences.

Send letter of application, resume, and three references to: Search, Development Specialist, UVA, P. O. Box 3657, Charlottesville, VA 22903. Deadline: August 25, 1992.

The University of Virginia is an Equal Opportunity, Affirmative Action Institution. Women and minorities are strongly encouraged to apply.

Music: Tenure-track position as Director of Choral Activities and Instructor of Voices at small state university, effective September 1, 1992. Required: M.A. or M.F.A. in Music, 1992. Recent record of vocal technique and vocal pedagogy. Desirable: college-level teaching experience and successful experience with student recruitment. Send letter, vita, all college transcripts, at least three letters of recommendation, and a tape recording that includes a solo performance by the candidate and a performance of a choral group conducted by the candidate in stamped, self-addressed envelope must be included for return of the tape by July 31 to Dean David M. Taylor, Station 23, Livingston, NJ 07033. No incomplete applications will be considered. Equal Opportunity Employer.

Music: Tenure-track position for pianist at small state university, effective September 1, 1992. Required: artist/pianist, with master's degree in piano performance (M.A., M.M., or M.F.A.). Desirable: recent record of piano performance, teaching experience, and successful experience with student recruitment. Send letter, vita, all college transcripts, at least three letters of recommendation, and a tape recording that includes a solo performance by the candidate and a performance of a choral group conducted by the candidate in stamped, self-addressed envelope must be included for return of the tape by July 31 to Dean David M. Taylor, Station 23, Livingston, NJ 07033. No incomplete applications will be considered. Equal Opportunity Employer.

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DESIGN & CONSTRUCTION MANAGER

The University of California—Davis Medical Center serves as the principal clinical research and teaching hospital for the UC Davis School of Medicine. The University of California—Davis is a major research university implementing a \$500 million facilities development program to renovate and expand clinical, inpatient, and research facilities during the next ten years. Our expansion will include state-of-the-art patient care services, new research laboratories, a new Shirahs Children's Hospital, and several new "Centers of Excellence".

The UC Davis Medical Center is seeking applications for an experienced architectural design and construction manager. The successful candidate will be responsible for the design and construction of new and existing facilities. The manager will be responsible for the design and construction of new and existing facilities. The manager will be responsible for the design and construction of new and existing facilities.

The Design and Construction Manager must have experience in: architectural design and construction of large health care facilities; design or construction of more than 25 persons; computer applications for architectural design or project management; and projects with quality control, "on-time" and "in-budget" performance.

An architectural license is required. Added consideration will be given to candidates who have experience in advanced architectural design, "Design Build," "Construction Management," or other non-traditional contracting methods; construction administration; construction claims management; knowledge of advanced computer applications to design or project management; or development of large health care facilities.

The annual salary range for the Design & Construction Manager is \$80,000-\$100,000. UCMC offers an excellent benefits package. This recruitment effort will be open until filled, with interviews to begin after September 1, 1992. Please refer to JOB #1131-92 when applying. Candidates should be highly motivated individuals who can develop the unique resources of the University Medical Center. If you are a dynamic individual able to provide vision and leadership needed for our next stage of growth, and would like to receive an application packet, please call (916) 734-2805 or write to Dona Awlos, Employment Officer, Outreach and Recruitment Unit, UC Davis Medical Center, 2225 Stockton Boulevard, Room 1016, Sacramento, California 95817, fax (916) 734-3080.

The University of California is an Affirmative Action,
Equal Opportunity Employer.

DIRECTOR OF ANNUAL FUNDS

Pace University has a unique opportunity for an experienced professional seeking an administrative position that will impact policy while developing innovative approaches to fund-raising.

Responsibilities include the planning and implementation of the annual fund-raising strategy for 65,000 alumni, parents and friends, devise strategies for a direct mail and telemarketing campaign which includes personal solicitations, provides support and direction for volunteer alumni committee, and oversees fund-raising promotions and activities.

Qualifications include a Bachelor's degree, 3 years fund-raising experience and ability to communicate effectively with all levels of alumni and administration.

The Director reports to Executive Director of Alumni Relations. Some travel is required. Salary competitive and commensurate with qualifications. Pace University offers an excellent benefits package including FREE tuition for self, spouse and dependent children.

Interested candidates should submit a letter of interest and resume to Evelyn Santana, Assistant Director of Employment, Personnel Services, Pace University, One Pace Plaza, New York, N.Y. 10038.

PACE UNIVERSITY
Equal Opportunity/Affirmative Action Employer

Music: Tenure-track position as Director of Choral Activities and Instructor of Voices at small state university, effective September 1, 1992. Required: M.A. or M.F.A. in Music, 1992. Recent record of vocal technique and vocal pedagogy. Desirable: college-level teaching experience and successful experience with student recruitment. Send letter, vita, all college transcripts, at least three letters of recommendation, and a tape recording that includes a solo performance by the candidate and a performance of a choral group conducted by the candidate in stamped, self-addressed envelope must be included for return of the tape by July 31 to Dean David M. Taylor, Station 23, Livingston, NJ 07033. No incomplete applications will be considered. Equal Opportunity Employer.

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Assistant Director for Operations Illini Union UNIVERSITY OF ILLINOIS AT CHAMPAIGN-URBANA

Applications are now being accepted for the position of Assistant Director for Operations for the Illini Union at the University of Illinois. The Assistant Director for Operations reports to the Associate Director of the Information Desk, evening and weekend building supervision, conference/event planning and production, guest parking, and the Illini Union Administrative Intern Program. As a department manager, the Assistant Director for Operations will make recommendations for the purchase of equipment and supplies, supervise personnel development reports and maintain records; and be responsible for fiscal planning and management of various departments. Weekend and evening hours are required in this position.

Minimum Qualifications: Bachelor's degree and five years of management and supervisory experience required. Master's degree preferred in Higher Education, College Student Personnel, Public Administration or related field. Experience in a college/university union or center or student activities is preferred. Position requires experience and/or knowledge of facility management, space utilization, computer and information systems, entertainment contracting, program planning and management, audio-visual equipment and sound systems, and budget management. Excellent interpersonal and public relations skills are essential.

Position is full time, 12 months with starting date of October 15, 1992. Salary commensurate with experience.

In order to ensure full consideration, a letter of application, resume and three letters of reference should be sent to:

Babette Munson-Hiles
Search Committee Chair
65 Illini Union
1401 W. Green Street
Urbana, IL 61801
(217) 333-3660

Deadline for receipt of applications materials is August 26, 1992 or until acceptable candidates are identified. Persons of diverse backgrounds are encouraged to apply.

The University of Illinois is an Affirmative Action,
Equal Opportunity Employer.

The Illini Union University of Illinois at Urbana-Champaign

OHIO UNIVERSITY DIRECTOR OF DEVELOPMENT FOR MAJOR GIFTS AND COLLEGE PROGRAMS

Ohio University, approaching its third century of service to Ohio and the nation, is seeking applications from and nominations of highly motivated development professionals for the position of Director of Development for Major Gifts and College Programs. The successful candidate will become a senior staff member with primary responsibility for soliciting major gifts \$100,000+ and supervising seven college fund raisers as a part of the \$100 million Third Century Campaign.

Ohio University is a major research institution composed of eight college and six regional campuses in Southeastern Ohio with 26,000 students, more than 800 faculty, a private support base in excess of \$11 million annually, \$10 million in planned gifts, \$31 million per year in sponsored research and more than 165 million in endowment.

The Director of Major Gifts and College Programs provides counsel to the Vice President and Associate Vice President for Development and is responsible for identification, cultivation and solicitation of \$100,000+ gifts from alumni and friends. The Director also supervises seven Assistant Directors for Development who are representative of most of the University's colleges. The Director will manage and coordinate the efforts of the University's development offices, including the identification, cultivation, solicitation and stewardship process for the Assistant Directors.

Requirements for the new position include five years' experience in fund raising, a minimum of a bachelor's degree and direct experience for fundraising and college programs in a higher education environment. Preference will be given to candidates who have capital campaign experience and/or experience in a constituent-based fund-raising program.

The effective date for the appointment is September 1, 1992. Compensation will be in the range of \$45,000-\$50,000 per year, or commensurate with experience. Applications and nominations will be reviewed immediately, but must be received by August 9, 1992. Send applications and nominations to:

Margaret Sheesley
Director of Development
Major Gifts and College Programs Search
Ohio University
P. O. Drawer 869
Athens, Ohio 45701

1993-94 Academic Year to teach baccalaureate and master's programs. Qualified applicants must hold a Master's degree in postgraduate specialty area; demonstrate professional and research background in the field; and possess a minimum of five years' experience in teaching and research. Preference will be given to candidates with a Ph.D. in the specialty area. The University is an Equal Opportunity Employer. Send resume and three references to: Dr. J. L. Smith, Director of Graduate Studies, 1000 University Avenue, Room 100, Bowling Green, Ohio 43403.

Personnel Director of Bentley, The University of Alaska System is seeking a Director of the design, administration and coordination of a benefit program for 1,500 faculty and staff members. The successful candidate must have demonstrated

MICHIGAN STATE UNIVERSITY Telemarketing Coordinator

Michigan State University, a pioneer land-grant institution founded in 1855, is one of the nation's 10 largest universities. More than 42,000 students in over 100 programs are taught by 4,000 faculty in 14 degree-granting colleges. More than 1,000 of its 3,000 acres are developed as one of the nation's most beautiful campuses. The Big Ten AAU University is located in the state capital, Lansing, in south central lower Michigan, 85 miles from Detroit.

The Coordinator of Telemarketing will plan, coordinate and implement multiple telemarketing programs on behalf of MSU, directed primarily to alumni, raising both restricted and unrestricted funds for the University; responsibilities include management of an automated telemarketing environment; identification of prospective design of marketing materials; organization of telemarketing staff and solicitation of gifts from various audiences; as part of the planning and supervision of this comprehensive, state-of-the-art telemarketing program, this position will schedule calling for the entire calendar year; recruit, interview, hire, and train students and professional staff; oversee operations within a highly technical environment consisting of an automated telemarketing system and a predictive dialer; designs and implements complex scripting and reporting procedures; manages program productivity by observing deficiencies and designing solutions.

A Bachelor's degree in marketing, public relations, business, communications or equivalent; two years of related and progressively more responsible or extensive work experience in professional fund raising is required. Experience with UNIX operating system or an automated telemarketing system is desired.

For application, please call (517) 336-1662 and refer to #SZ0209; deadline is August 13, 1992.

MSU is an Affirmative Action, Equal Opportunity Institution.

KALAMAZOO VALLEY COMMUNITY COLLEGE 8767 West O Avenue Kalamazoo, MI 49009

Dean of Instruction—General Studies. Provides leadership in curriculum and professional development for the following programs and departments: Achievement Plus, Honors, Communication Arts, Humanities, Information Program, Mathematics and Social Science. This position is accountable to the Vice President for Academic Services and responsible for the development and implementation of the unit's budget and fiscal responsibility. A Master's degree is required; excellent communication skills; required demonstrated ability to work well with constituent administrative staff; Substantive, two letters of professional reference and official college transcripts no later than Monday, August 31, 1992 to the Personnel Services Office. KVCC is an Equal Opportunity, Affirmative Action Employer.

Associate Director of Admissions

The School of The Art Institute is seeking an Associate Director of Admissions to assume responsibility for development, implementation and administration of its school relations and transfer admissions programs including supervision and participation in recruitment and articulation of transfer credit.

Successful candidate will have 4 to 5 years' admissions experience in a professional capacity with recruitment and/or marketing. BA necessary, MA in Fine Arts or related field preferred. Teaching and/or administrative experience in the field of admissions at the college level is desirable. Send salary history, letter and resume to: College Level Director of Personnel, The Art Institute of Chicago, MMC 2, Michigan Ave. at Adams St., Chicago, IL 60603, (EOE).

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DEAN OF THE COLLEGE OF LAW WEST VIRGINIA UNIVERSITY

West Virginia University seeks nominations and applications for the position of the Dean of the College of Law. West Virginia University, founded in 1867 as a land grant institution, enrolls 22,460 students. The College of Law is located on the campus of the University in Morgantown, West Virginia. Morgantown is a diverse and secure community of approximately 35,000, with ample recreational activities and easy access to the state capital, Charleston, D.C. The College of Law is the only law school in the state. It has a student body of approximately 425, and its full-time faculty number twenty-five.

The Dean is the chief academic and administrative officer of the College of Law and reports to the President of the University. He or she has overall responsibility for the administration of the College of Law, and for encouraging and facilitating excellence in faculty scholarship, teaching, and public and professional service. The Dean is also responsible for maintaining a strong, working and professional relationship with the state bench and bar, for continuing to promote the goals of affirmative action in the recruitment and retention of faculty and students; and for furthering educational innovation and institutional development. The Dean likewise represents the College of Law within the University, the community of law schools, the larger community of higher education, and before the general public.

Candidates considered for the position must possess a J.D. from an accredited institution or its equivalent and possess a record of significant academic and scholarly achievement. Candidates must demonstrate, through their experience and accomplishments, administrative and leadership ability and the capacity to promote institutional excellence. Prior law school teaching and administrative experience is highly desirable.

West Virginia University is strongly committed to diversity and welcomes nominations and applications from women, minorities, and persons with disabilities. Salary for the position will be commensurate with the experience and qualifications of the person selected. Candidates must qualify as a tenured member of the faculty. Applicants should send a letter of application, a resume, and the names, addresses and phone numbers of three references. The screening process will begin October 31, 1992, with applications accepted until the position is filled. Early submission of application materials is strongly encouraged. The starting date of this position will be July 1, 1993. Applications and nominations should be directed to:

Dr. Russell K. Dean, Chairperson
Search Committee for Dean, College of Law
Office of Academic Affairs and Research
West Virginia University
205 Stewart Hall, P. O. Box 6001
Morgantown, WV 26506-6001

West Virginia University is an Affirmative Action, Equal Opportunity Employer.

HEAD, PRESERVATION/CONSERVATION DEPARTMENT Brown University Library

Reports to the Associate University Librarian for Technical Services. Responsible for managing the preservation and storage programs for the six libraries at Brown University, including oversight of the Library's Conservation Laboratory and Bindery; developing short and long range preservation and storage plans and policies; supervising Bindery Manager and Conservator of Library Materials; writing grant proposals for preservation of general collections and other special preservation projects and serving as manager for funded projects; actively participating in state-wide preservation planning; conducting preservation education programs for staff, student assistants and the University community; implementing library storage recommendations; monitoring and revising the Library's disaster plans and emergency control operations. Requirements: M.S. degree from an ALA accredited library school; two to four years' professional experience in an academic library; formal training in preservation administration; knowledge of current preservation and conservation techniques; demonstrated ability to plan projects, write reports and communicate effectively with staff at all levels, as well as with colleagues in the national preservation community. Supervisory experience is desired. Salary: \$35,200 minimum. Send letter of application, resume and names of three references to: Marjorie Rubin, Brown University, Human Resources Dept., Box 1874/00007, Providence, RI 02912. Review of applications will begin on Oct. 15, 1992, and will continue until the position is filled. Brown University is an Equal Opportunity/Affirmative Action Employer.

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Vice Dean for Graduate Studies and Research

A search is underway for a Vice Dean for Graduate Studies and Research at Hahnemann University. Hahnemann is a modern, progressive health sciences institution located in dynamic center city Philadelphia. Hahnemann is comprised of the School of Medicine, the Graduate School, the School of Health Sciences and Humanities, and Hahnemann Hospital, a 616-bed tertiary care center. Approximately 2,000 students are matriculated in the three schools of the University, and the University has over 4,000 employees.

The Graduate School has 22 Master's and 12 Ph.D. programs with 647 students. Hahnemann is making a major effort to enhance research. Extramural funding is \$17,000,000 (an 80% increase over 1980). The Vice Dean will report to the Dean of the Graduate School and Vice President for Research. The Vice Dean will be responsible for the management of all aspects of the Graduate School, including recruitment, admission, and student affairs. In addition, he/she will play an important role in research development.

The successful candidate must have an earned doctorate in a biomedical-related area and a strong record of academic achievement, including publications and the garnering of competitive research funding. He/she must qualify for appointment at the Professor level in an academic department.

Nominations or applications, including a curriculum vitae and the names of three references, are due no later than September 30, 1992, and should be sent to: Stephen B. Mox, Ph.D., Dean, Graduate School and Vice President for Research, Hahnemann University, Room 415, Mail Stop 480, Philadelphia, PA 19102-1192. Hahnemann is an Equal Opportunity Employer, an Affirmative Action Employer, and invites and encourages applications from women and minorities.

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1993-94 Academic Year to teach baccalaureate and master's programs. Qualified applicants must hold a Master's degree in postgraduate specialty area; demonstrate professional and research background in the field; and possess a minimum of five years' experience in teaching and research. Preference will be given to candidates with a Ph.D. in the specialty area. The University is an Equal Opportunity Employer. Send resume and three references to: Dr. J. L. Smith, Director of Graduate Studies, 1000 University Avenue, Room 100, Bowling Green, Ohio 43403.

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VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

The University of San Diego invites applications and nominations for the position of Vice President for Academic Affairs and Provost.

THE UNIVERSITY: The University of San Diego is an accredited, coeducational, independent Catholic university founded in 1949. USD offers a wide range of academic and professional programs to 6,000 students at the graduate and undergraduate levels in a College of Arts and Sciences and four professional schools including Business Administration, Education, Law and Nursing. USD considers teaching its highest priority, with both scholarship and service to others as integral to its mission. It welcomes students, faculty, administration and staff of all races, religions and cultural backgrounds. A five-year plan begun in 1989 reflects the consensus of the University community on five distinguishing characteristics:

- **Catholic:** Within its commitment to probe the Christian message as proclaimed by the Catholic church, the University welcomes to its community members whose lives are formed by different traditions and insights.
- **Quality:** The development of human, environmental, programmatic and financial resources will be grounded in a commitment to quality as distinguished by size or comprehensiveness, for example.
- **Values:** Academic integrity, understanding, wisdom, knowledge, prudence, justice, courage, temperance and truthfulness are values at the core of the University.
- **Cultural Diversity:** USD is committed to reflecting the cultural pluralism of local and regional populations in which all members are welcomed for who they are.
- **Humanism:** The University seeks to offer opportunities for intellectual, spiritual, psychological, social, cultural and environmental development of its members.

RESPONSIBILITIES: The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and supporting the University's educational mission. The Vice President for Academic Affairs/Provost and the Vice President for Financial Affairs coordinate the annual budget process of the University as a whole. He or she has broad responsibility under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

QUALIFICATIONS: Applicants must have earned a doctorate in an academic field with a distinguished record of teaching, scholarship and publication as well as extensive academic administrative experience commensurate with an appointment as a senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

STARTING DATE: July 1, 1993.

SALARY: Salary is competitive and determined on the basis of qualifications and experience.

APPLICATION: Application letter with vita and two letters of reference (names and phone numbers of four others) will be received until September 8, 1992, with interviewing to begin in late October, 1992. Please include a letter, not to exceed two pages, expressing your reasons for interest in this position. Letters of nomination will be received until August 15, 1992. Applications or nominations should be submitted to: Darlene A. Pienta, Ph.D., Chair, Provost Search Committee, Provost's Office, University of San Diego, Alcala Park, San Diego, CA 92110; phone 619-260-4553, fax 619-260-2210.

Equal Opportunity, Affirmative Action Employer



Assistant Vice President Research Division

Opportunity with American College Testing (ACT) for research professional with administrative experience. Position involves planning and directing staff and activities in two departments responsible for measurement and statistical research. Position requires doctorate in educational measurement, statistics, testing, or related field; and 10 years' postdoctoral experience, including supervisory/administrative responsibilities.

Compensation includes exceptional benefit program. Position located in modern headquarters complex in midwestern university community.

To apply, send letter of application and resume to Human Resources Dept., ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243.

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of advanced optical diagnostic instrumentation, producing laboratory experiments, and making field measurements with the instrumentation at various laboratory and field sites throughout the United States and the world. Minimum: Ph.D. degree in Mechanical Engineering. Education to include completion of Ph.D. thesis in the computerization of the machine and control of various systems including geometry and design to produce a series of high quality parts. Research interests include: design and analysis of optical diagnostic instrumentation using IBM mainframe and personal computers with software FORTRAN, DISPLA, MATH, MINIPACK and LINDA. Education to include completion of one course in Theory of Optics and one course in Advanced Theory of Optics. Salary: \$30,000 to \$50,000 p.a. 40 hours per week. Send resume and references to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243. ACT is an Equal Opportunity, Affirmative Action Employer.

Research/Mechanical Engineering: Research Associate, Research Assistant, and Graduate Student positions in the design and construction of the machine and control of various systems including geometry and design to produce a series of high quality parts which include minimization of surface deviation. Will perform both com-

Coordinator for International Student Admissions

Georgia Southern University, a unit of the University System of Georgia, invites applications for a Coordinator for International Student Admissions. Responsibilities include the evaluation of international educational credentials for admission decisions, analysis of routine and complex issues in international educational exchange, formulating and recommending policies and procedures affecting admission of international students, and for processing "English as a Second Language" applications. Employee also coordinates and monitors a computer based record system, and interprets federal immigration regulations as related to the acceptance of international students. Bachelor's degree required. Two or more years' experience in international admission, and knowledge of federal immigration laws is desirable. Excellent communication and human relations skills a must. Date available: September 1, 1992. Minimum annual salary: \$21,090. Application deadline: August 19, 1992. Submit cover letter and resume to: Personnel Services, c/o Coordinator for International Student Admissions, Georgia Southern University, Landerum Box 8104, Statesboro, GA 30460-8104. Georgia is an open records state. AA/EEO.

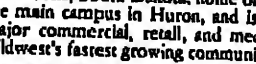
RESPONSIBILITIES: The Vice President for Academic Affairs/Provost reports directly to the President of the University. Together they are responsible for developing, implementing and supporting the University's educational mission. The Vice President for Academic Affairs/Provost and the Vice President for Financial Affairs coordinate the annual budget process of the University as a whole. He or she has broad responsibility under the President for academic policy and practice, and for hiring, promotion, tenure, and other relevant aspects of personnel matters. In the President's absence, the Vice President/Provost normally replaces the President.

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Equal Opportunity, Affirmative Action Employer



Assistant Vice President Research Division

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Compensation includes exceptional benefit program. Position located in modern headquarters complex in midwestern university community.

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of advanced optical diagnostic instrumentation, producing laboratory experiments, and making field measurements with the instrumentation at various laboratory and field sites throughout the United States and the world. Minimum: Ph.D. degree in Mechanical Engineering. Education to include completion of Ph.D. thesis in the computerization of the machine and control of various systems including geometry and design to produce a series of high quality parts. Research interests include: design and analysis of optical diagnostic instrumentation using IBM mainframe and personal computers with software FORTRAN, DISPLA, MATH, MINIPACK and LINDA. Education to include completion of one course in Theory of Optics and one course in Advanced Theory of Optics. Salary: \$30,000 to \$50,000 p.a. 40 hours per week. Send resume and references to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243. ACT is an Equal Opportunity, Affirmative Action Employer.

Research/Mechanical Engineering: Research Associate, Research Assistant, and Graduate Student positions in the design and construction of the machine and control of various systems including geometry and design to produce a series of high quality parts which include minimization of surface deviation. Will perform both com-



Assistant/Associate Provost

Quinnipiac College is located on an idyllic 170-acre campus in Hamden, Connecticut, a suburb of New Haven and convenient to Hartford, New York City and Boston. The College mission is to provide excellent education in an environment emphasizing sensitivity to students and a strong spirit of community. Current enrollment is comprised of 2,500 full-time undergraduates in the Schools of Allied Health and Natural Sciences, Business and Liberal Arts; and 1,000 students in our continuing education and graduate programs. Additionally, the Bridgeport School of Law at Quinnipiac enrolls approximately 650 students.

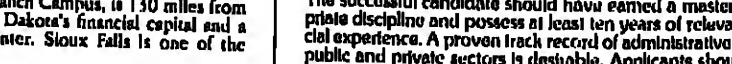
Qualifications: Earned doctorate; significant academic experience (including teaching, scholarly activity and academic leadership) with a credible record of accomplishments; commitment to promoting diversity; and an interest in grant-writing.

Applications should include: a curriculum vitae, letter of interest, and names and phone numbers of several references. The College hopes to fill this position by January, 1993. Nominations and applications should be sent to: Office of the Provost, Quinnipiac College, Mt. Carmel Avenue, Hamden, CT 06518.

Quinnipiac College is an Equal Opportunity/Affirmative Action Employer.

RESPONSIBILITIES: Administering college-wide undergraduate curriculum; facilitating academic program planning and development of assessment measures; implementing instructional development initiatives; teaching one course per semester; and other duties as assigned.

Equal Opportunity, Affirmative Action Employer



Assistant Vice President Research Division

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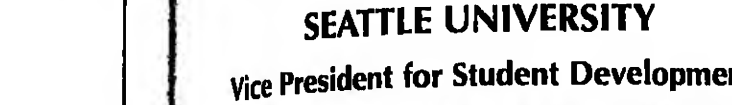
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of advanced optical diagnostic instrumentation, producing laboratory experiments, and making field measurements with the instrumentation at various laboratory and field sites throughout the United States and the world. Minimum: Ph.D. degree in Mechanical Engineering. Education to include completion of Ph.D. thesis in the computerization of the machine and control of various systems including geometry and design to produce a series of high quality parts. Research interests include: design and analysis of optical diagnostic instrumentation using IBM mainframe and personal computers with software FORTRAN, DISPLA, MATH, MINIPACK and LINDA. Education to include completion of one course in Theory of Optics and one course in Advanced Theory of Optics. Salary: \$30,000 to \$50,000 p.a. 40 hours per week. Send resume and references to: ACT National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243. ACT is an Equal Opportunity, Affirmative Action Employer.

Research/Mechanical Engineering: Research Associate, Research Assistant, and Graduate Student positions in the design and construction of the machine and control of various systems including geometry and design to produce a series of high quality parts which include minimization of surface deviation. Will perform both com-



Director Financial Aid (Re-Opened)

The University of Nebraska at Omaha is accepting applications for the position of Director, Financial Aid. The Director is responsible for administering a comprehensive financial aid program which includes scholarships, loans, grants, waivers, and work study programs from federal, state, local, and private sources. The Director's responsibilities include serving as major budget officer for the Financial Aid Office; selecting, training, and supervising staff; actively working to expand student aid resources by working with university officials, community leaders, and agencies; etc. A master's degree and a minimum of five years' progressively more responsible financial aid experience or equivalent required. Experience supervising both clerical and professional staff necessary. Thorough knowledge of federal regulations and general financial aid policy mandatory. Effective oral and written communication skills as well as direct experience with financial aid computer applications necessary. Commitment to affirmative action is required. Submit cover letter, resume, and the names of three professional references to:

Personnel Services, EAB 205
University of Nebraska at Omaha
Omaha, NE 68182

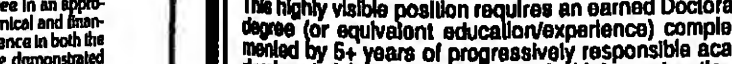
An Affirmative Action, Equal Opportunity Employer. Individuals requiring special assistance in completing the application process should contact the Personnel Services office.

QUALIFICATIONS: Applicants must have earned a doctorate in an academic field with a distinguished record of teaching, scholarship and publication as well as extensive academic administrative experience commensurate with an appointment as a senior academic officer. The successful candidate will provide evidence of strong organizational, leadership and communication skills and must demonstrate understanding of and sensitivity for a shared governance structure. He or she must be an informed, committed Roman Catholic.

SALARY: Salary is competitive and determined on the basis of qualifications and experience.

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Assistant Vice President Research Division

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Personnel Services, EAB 205
University of Nebraska at Omaha
Omaha, NE 68182

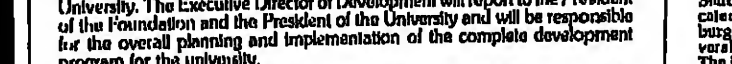
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VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Toledo invites nominations and applications for the position of Vice President for Academic Affairs.

Founded in 1872, The University of Toledo has been a member of the university system of the State of Ohio since 1987. It is also a member of the National Association of State Universities and Land Grant Colleges. The University of Toledo has an enrollment of 25,000 undergraduate and graduate students and employs approximately 1,400 full-time and part-time faculty members. The University consists of six undergraduate degree-granting colleges (Arts and Sciences, Business Administration, Education, Engineering, Pharmacy and University College), a Graduate School which grants doctorates in 21 disciplines and the College of Law, a Community and Technical College located on the South Park Campus and a Division of Continuing Education. Its 210-acre Bancroft Campus is located in a pleasant residential area on the western edge of the City of Toledo. It also has a convocation facility that is part of a recently completed Convention Center in downtown Toledo.

The Vice President for Academic Affairs will report directly to the President and will serve as Acting President in the President's absence. The Vice President for Academic Affairs is the chief academic officer of the University and is responsible for the direction of the University's instructional programs, administration of personnel and budgets in all academic areas, the maintenance of academic standards, and the provision of strong academic and administrative leadership. The Vice President for Academic Affairs works closely with the Academic Deans and the leadership of the Faculty Senate.

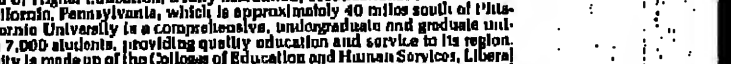
Candidates for the position will be expected to possess an earned doctorate or other appropriate terminal degree; qualifications for a tenured faculty position in one of the University's academic departments; extensive academic administrative experience; a record of effective teaching; demonstrated scholarly achievement and a commitment to collegial and consultative management style. Salary and fringe benefits are competitive.

The Search Committee will begin to review applications on August 15, 1992. In order to ensure full consideration, nominations and applications should be received before that date. The position will remain open and applications will be reviewed on the 15th of each month until filled.

Interested persons should submit a letter indicating an interest in the position, a complete resume and the names, addresses and telephone numbers of at least five references.

Applications and nominations should be sent to: Dr. David Meabon, Vice President for Student Affairs, The University of Toledo, Toledo, OH 43606-3390.

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VICE PRESIDENT FOR ACADEMIC AFFAIRS

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Equal Opportunity, Affirmative Action Employer

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PRESIDENT TRI-STATE UNIVERSITY Angola, Indiana

The Board of Trustees of Tri-State University invites nominations and applications for the position of President.

Tri-State University, founded in 1884, is an independent institution specializing in career education. Offerings of the three Schools of Engineering, Business, and Arts and Sciences include thirty-two Bachelor's degrees, nine Associate's degrees, two pre-professional programs and one certificate program. Enrollment is 1,000 with about one-half in the engineering programs.

Desired qualifications include an earned Doctorate in a field appropriate to the career-oriented academic emphasis of TSU, record of successful academic leadership at the level of Dean or Vice President, demonstrated fund-raising abilities, managerial experience in business or industry, and ability to communicate effectively with all constituents of a small, independent institution.

The University is located in the beautiful lake resort region of northeast Indiana near the intersection of two major interstate highways. The area is growing industrially. There is easy access to the major cultural, commercial, and industrial centers of the Midwest.

For full consideration, applications should be submitted by August 10, 1992. Later applications may be considered at the discretion of the Search Committee. Nominations or letters of application with résumés and three to five professional references should be addressed to:

Chairman
 Presidential Search Committee
 Tri-State University
 Angola, Indiana 46703

Tri-State University is an equal opportunity employer.

Foundation Executive Director

Seeking executive director of the University of Rhode Island Foundation for vacancy created by the retirement of the previous director. The position is a full-time position with a salary range of \$45,000 to \$65,000. The successful candidate will be responsible for the day-to-day management of the Foundation, including fundraising, public relations, and administrative duties. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.

Spanish Full-time Visiting Assistant Professor of Spanish for one year, Ph.D. in Spanish, Native or near-native fluency, specialization in contemporary peninsular literature, plus ability to teach and supervise students. The position is located in the University of Rhode Island campus in Kingston, Rhode Island. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.

Special Education Department of Special Education, Georgia State University, has an opening for an Assistant Professor with an M.Ed. in Special Education. The position is located in the University of Rhode Island campus in Kingston, Rhode Island. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.

Special Education/Cumberland College invites applications for a position beginning August 1992. Doctorate required. Responsibilities include teaching undergraduate and graduate courses, supervising students, and participating in program development. The position is located in the University of Rhode Island campus in Kingston, Rhode Island. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.

Savannah State College Savannah, Georgia PRESIDENT

The Board of Regents of the University System of Georgia and the President of Savannah State College invite nominations and applications for the position of President. The position is a full-time position with a salary range of \$45,000 to \$65,000. The successful candidate will be responsible for the day-to-day management of the College, including fundraising, public relations, and administrative duties. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.

Among the qualifications and skills desired in the person chosen as President are:
 • Earned doctorate or appropriate terminal degree and evidence of scholarly achievement.
 • Teaching and administrative experience at the college or university level; equivalent experience considered.
 • Evidence of successful operational administrative skills in financial management, long-range planning, resource development and assessment of educational programs and community needs.
 • Demonstrated leadership abilities and clear vision of the direction of higher education in the 21st century.
 • Ability to represent the institution and communicate effectively with constituents: intellectual, emotional, and ethical and social responsibilities.
 • Demonstrated leadership abilities and clear vision of the direction of higher education in the 21st century.

Dr. J. Allen Zow, Sr., Chair
 Presidential Search Committee
 Savannah State College
 Savannah, Georgia 31404

An Equal Opportunity, Affirmative Action Employer

EXECUTIVE DIRECTOR The Arkansas Institute

The Board of Directors of the Arkansas Institute is accepting applications for the position of Executive Director. The position is a full-time position with a salary range of \$45,000 to \$65,000. The successful candidate will be responsible for the day-to-day management of the Institute, including fundraising, public relations, and administrative duties. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.

Qualifications should include an advanced degree in economics, political science, public administration or a related field. Substantive experience in research, writing, and public policy issues, providing vision and direction for organizations, managing professional staff, and representing organizations to boards and funders is required. The ability to write and speak clearly and convincingly to a wide audience is essential. Knowledge of Arkansas public affairs is highly desirable.

Please submit résumé and professional references to:
 Arkansas Institute
 P.O. Box 2685
 Little Rock, Arkansas 72203

The Arkansas Institute is an Equal Opportunity Employer.

BOE: Women and minorities are encouraged to apply.

Theatre Director/Scholar, Assistant Professor to teach undergraduate directing and acting, and graduate theory/production. Interest in contemporary theatre practice. Direct at least one production per year; supervise student productions. Department offers BA, BFA, MA degrees. Appointment with possibility for renewal; position begins August 20, 1992. Salary commensurate with experience. Women and minorities are encouraged to apply. Send cover letter, résumé, and three letters of reference to: Dr. G. Muschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. If attending ATHS, call to set up interview. The University of Kentucky is an Equal Opportunity/Affirmative Action Employer.

Theatre/Scholar/Communication: Cornell College, a private undergraduate liberal arts college, invites applications for a possible vacancy in its Department of Theatre and Speech Communications. Interim appointment as the Assistant or Associate Professor of Theatre and Speech Communications. The position is located in the University of Rhode Island campus in Kingston, Rhode Island. The candidate should have a minimum of five years of professional experience in fundraising, public relations, and administrative duties. A master's degree in a related field is preferred. The candidate should be able to work independently and be a team player. The position is located in the University of Rhode Island campus in Kingston, Rhode Island.



PRESIDENT Yale University

The Corporation of Yale University invites nominations and applications for this position. Please send nominations or expressions of interest to: Presidential Search Committee, P.O. Box 1905A, Yale Station, New Haven, CT 06520, preferably by October 1, 1992.

Yale University is an Affirmative Action and Equal Opportunity Employer.

PRESIDENT Plymouth State College of the University System of New Hampshire

The Search Committee invites nominations and applications for the position of President, for appointment preferably in April 1993.

Plymouth State College is a separately located campus of the University System of New Hampshire in the central White Mountain region of the State. Plymouth's total enrollment of 4,300 includes graduate and undergraduate students in Liberal Arts, Business, and Education programs, and offers associate, baccalaureate, and master's degrees. The College is governed by a 25-member Board of Trustees with a Chancellor responsible for coordination of policies and programs among the five major units of the University System.

The President is the chief executive officer of the College, and a member of the University System Board of Trustees. In cooperation with the Chancellor, and under policies established by the Trustees, he/she is responsible for the general administration and management of all aspects of the instructional, research, and service programs of the institution.

Candidates should be established members of the higher education community, with an earned doctorate, collegiate teaching and administrative experience. Special consideration will be given to interpersonal and communication accomplishments.

The successful candidate will provide the College with stimulating intellectual leadership and a broad appreciation of the educational and public service missions of the state colleges. PSC is an AA/EEO employer and actively seeks women and minority candidates.

Applications with credentials and references must be received no later than October 15, 1992. Communications should be addressed to:

John P. Clark, Executive Secretary
 Presidential Search Committee
 Plymouth State College
 Plymouth, NH 03264

The University System of New Hampshire is an Affirmative Action, Equal Opportunity Employer.

EXECUTIVE DIRECTOR American Philosophical Association

Chief administrative officer of a 9,000-member association serving scholarly needs and representing professional interests of philosophers in the United States. Teaching duties and faculty status in the Philosophy Department, University of Delaware. Required: Ph.D. in philosophy or related field. Highly desirable: teaching excellence, record of publication, intellectual breadth, interest in the future of the discipline and of higher education. Turn 5: years, beginning August 1, 1993, or earlier; renewable indefinitely. Send 10 copies each of letter outlining qualifications and goals; CV or résumé; and list of 5 or more references to: Search Committee, c/o Shirley Anderson, A.P.A., Univ. of Del., Newark, DE 19716. Review to begin Sept. 20, 1992. Members of underrepresented groups especially encouraged to apply.

Transportation/Continuing Education Coordinator, Institute of Transportation Studies, UC Berkeley Extension. Plan, develop and implement continuing education program for transportation professionals. Work with advisory committees including UC faculty. Prepare course budgets, monitor income and expenses, meet financial objectives. Supervise support staff in program implementation. Identify or respond to opportunities for in-company contracts. Be a salesperson for the Institute of Transportation Studies. Advanced degree and experience in transportation planning, planning or transportation-related field. Excellent communication and organizational skills. Excellent organizational and written communication skills. Salary commensurate with experience. Starting salary \$35,000 with excellent benefits. No relocation expenses paid. Annually renewable appointment. Apply by September 1, 1992. Send letter, résumé, and three letters of reference to: Dr. G. Muschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. If attending ATHS, call to set up interview. The University of Kentucky is an Equal Opportunity/Affirmative Action Employer.

Upward Bound Assistant Director, Bachelor's Degree in counseling or a field closely related to academic, career, or personal development. Training or experience in college counseling, identifying, recruiting, and advising students, especially rural, disadvantaged, or minority students. Salary: \$27,500-\$30,000 annually. Send letter, résumé, and three letters of reference to: Dr. G. Muschlo, Chair, Department of Theatre, University of Kentucky, Lexington, Kentucky 40506-0022. If attending ATHS, call to set up interview. The University of Kentucky is an Equal Opportunity/Affirmative Action Employer.

PASADENA CITY COLLEGE

Pasadena Area Community College District invites applications for the following management and faculty positions for the 1992-93 academic year.

POSITION AND APPLICATION DEADLINE
 Assistant Dean, EOP&S
 8/7/92

Pasadena City College is an Equal Opportunity Employer with an Affirmative Action Plan and welcomes applications from qualified women and minority candidates. The District application needs to arrive in the Office of Human Resources no later than 4:30 p.m. on the deadline date.

PASADENA CITY COLLEGE
 1570 E. Colorado Blvd.
 Pasadena, CA 91105
 818/585-7509
 EO/AA



CHANCELLOR

City Colleges of Chicago is a system of eight public community colleges located throughout the city. The college system is organized to provide comprehensive educational programs and services as required under the state's law. The network serves over 37,000 students in college credit programs and 54,000 students in pre-collegiate and non-collegiate areas including literacy training, ESL, GED preparation and adult continuing education. At present, the Board of Trustees is seeking to identify a new Chancellor to manage and develop the community college system.

Responsibilities of the Chancellor: The Chancellor shall be responsible for leadership and administrative management of the operations, programs, personnel and services of the District in conformity with the provisions of the State Act and other applicable law, and for carrying out the policies and rules of the Board regarding the District. The Chancellor prepares and submits to the Board recommendations relative to all matters requiring Board action. The Chancellor makes the decisions which translate policy into action, and shall have the following specific responsibilities:

- Recommending to the Board District personnel actions (except those of officers directly responsible to the Board) and preparation for the Board of evaluations of the District's personnel policies and personnel;
- Establishment of policies, procedures and regulations for the administration and management of the District and preparation of evaluations for the Board of such policies, procedures and regulations; development and promulgation of appropriate rules and guidelines for the administration of educational programs and services;
- Recommending to the Board changes in its educational programs and services and preparation for the Board of evaluations of the District's educational programs and services;
- Fiscal management of the District including preparation of the annual budget and evaluations of the District's fiscal position;
- Recommending to the Board purchases, including equipment and supplies, contracts, leases, acquisitions and condemnations of land, erection, construction, maintenance and repair of District facilities and equipment;
- Establishment of regulations for the control and management of property of the District;
- Recommending to the Board short- and long-term plans to carry out the mission of the District after consultation with faculty and others;
- Representation of the District to the City, State of Illinois, and the federal government, as well as to the public;
- Approval of District-wide advisory committees;
- Approving all College class and time schedules and course offerings for programs approved by the Board;
- Approving District publications, except those requiring Board approval by these Rules, a resolution of the Board, or law;
- Serving as Freedom of Information Officer to assure compliance with applicable public record disclosure laws and reporting all requests for information to the Board on a regular basis;
- Serving as ex-officio, non-voting member of all standing Board Committees;
- Any other responsibilities as may be prescribed by the Board or the State Act.

Qualifications of Candidates: The Search Committee and Board of Trustees are seeking a seasoned professional with strong educational and administrative background. The ideal experience would be from a leading educational institution which would include public and private community colleges and universities. It is imperative that this individual have a strong ability to communicate and articulate policies, goals, and initiatives in a clear and comprehensive manner to the Board of Trustees, faculty, student body, administrators, and to the public at large. It is equally significant that this individual have a very good understanding of the city environment. The successful candidate should have a demonstrated record of achievement, strong interpersonal skills and the ability to establish and maintain good working relationships with elected and appointed officials as well as a strong understanding of what is needed to meet the diverse educational needs of the members of the group and other students by offering access and excellence in higher education. Finally, the person should be academically prepared; an advanced degree would be a plus as would prior teaching in an academic institution of higher education.

Applications: Applications/resumes, along with salary requirements, should be sent to:

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 P.O. Box 08453
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Rift Grows Between Scholars and U.S. Officials Over Way Federal Funds Are Awarded

By STEPHEN BURD

A number of incidents in the past year signal a growing rift between scholars and government officials over the way federal funds are awarded for arts, science, and humanities projects.

They include:

■ A decision by the acting chairwoman of the National Endowment for the Arts to overturn the recommendations of a peer-review panel in rejecting two grants to university arts centers.

■ A vote by Congress to rescind \$2-million from the National Science Foundation and \$183,000 from the National Institute of Dental Research. A report accompanying the bill suggests that the funds come from 31 projects supported by the NSF and three projects at the dental institute. The Senate Appropriations Committee singled out those peer-review approved projects—on the basis of their titles—as being unworthy.

■ The cancellation last July by the Secretary of Health and Human Services of a survey focusing on teen-age sexuality that had been awarded funds by the National Institutes of Health. Three months later, a study of adult sexuality was put on "indefinite" hold by the National Institute of Child Health and Human Development.

■ Contentions by former staff members of the National Endowment for the Humanities and by several rejected applicants that Lynne V. Cheney, the NEH chairman, manipulates the endowment awards process so that applications from controversial scholars or about certain subjects are rou-



Rep. Ralph Regula, an Ohio Republican: "Someone must be accountable for how taxpayers' dollars are expended."

tinely rejected. Mrs. Cheney denies the charges.

■ A 39-per-cent increase for fiscal 1992 in the amount of money Congress appropriated for specific campus projects that had not been subject to competitive reviews.

Individually, those incidents sparked discussions of government support for art considered by some to be obscene and of the value of social-science research. But cumulatively, some scholars say, something larger is going on: The peer-review process is being either trampled or ignored.

They argue that government officials should limit themselves to setting broad priorities and budgets for the different agencies and divisions within the agencies. Decisions about the merit of individual grant applications, they say, should be left to experts in the arts, sciences, and humanities—the peer reviewers.

Says Vartan Gregorian, president of Brown University and a past peer reviewer at the NEH: "Unless there is something extraordinary, like some gross malfeasance, or members of the panel



Robert C. Lederhouse of Michigan State U.: "People don't really understand how the scientific process works."

did not do their homework, or the make-up of the panel is inadequate or their expertise is lacking, there should not be any intervention into the peer-review process."

Bush Administration officials and lawmakers from both parties say scholars are deluding themselves by thinking that peer reviewers should have the final say. While reviewers play a vital role in sifting applications, the officials and lawmakers say, a higher authority from time to time must decide if the public is being well served.

Rep. Ralph Regula, an Ohio Republican, says: "Scholars love to get together at a coffee shop and argue over applications until they reach consensus, and then say that their decisions should be final. But it cannot work that way."

He adds: "Someone must be accountable for how taxpayers' dollars are expended."

Reliance on Specialists

Sen. Robert C. Byrd, a Democrat from West Virginia and chairman of the Senate Appropriations Committee, says it is Congress's job to oversee "wasteful and unnecessary" spending at agencies. He cited that duty in explaining his push to cut various projects at the NSF and the NIH.

Federal agencies rely on peer-review panels to pick out the best proposals submitted to the agencies. Reviewers typically are specialists in the field being reviewed. They either meet together once or twice a year to review large numbers of applications, or submit their reviews by mail. The reviews consist of a written evaluation and a rating of the project, which the agencies use to help determine who receives awards.

Conflicts over the peer-review system are not new. Some say they are endemic to a grants-award system that is using government funds to support the exploration of scientific, artistic, and humanistic excellence and creativity.

But tensions rise as money gets tighter, says Daryl E. Chubin, a senior associate at the Office of Tech-

nology Assessment and an authority on peer review in science. In a fiscal crisis, government officials want to be sure they are getting their money's worth. "Peer review becomes a lightning rod for many other controversies," he says.

Tensions have been especially apparent at the NEA, where multiple peer-review groups have demanded a detailed explanation by the acting chairwoman, Anne Imelda Radice, as to why she rejected grants for galleries at the Massachusetts Institute of Technology and Virginia Commonwealth University. In addition, two sitting peer-review panels, protesting Ms. Radice's action, disbanded without completing their work.

While attracting less national publicity, Congress's rescission of funds to the NSF and the dental institute raised red flags for scientists across the country. Robert C. Lederhouse, who is doing postdoctoral work in the department of entomology at Michigan State University, is a principal investigator on one of the projects—a study of the life history of the swallowtail butterfly—that Congress recommended be eliminated.

He says that the bill sent a message to the scientific community that all research should fight a certain disease or produce a certain product.

"People don't really understand how the scientific process works: that to solve problems, you need a greater understanding of how things work in general," he says. "But you will not get this understanding if everything is dedicated to solving specific problems."

Power of Chairmen Criticized

In some respects, various federal agencies handle peer review differently, and scholars have varying concerns about the different systems. A concern at the NEH, NEA, and the NSF is that certain individuals have too much power to overturn grants—the chairman at both the humanities and arts endowments and the program officers at the science foundation.

The degree of power invested in

a single individual, especially a political appointee, makes some scholars uneasy. Kathryn K. Sklar, a professor of history at the State University of New York at Binghamton and a frequent peer reviewer at the NEH, says: "For a democracy, the government does lodge a disproportionate amount of power in the person of the director of the NEH. So the endowment has the potential for providing very democratic access to the nation's resources for scholarship, but it also has the potential for blocking this access when the chairman sees fit."

The Will of the President

Representative Regula says the power of the chairman is entirely appropriate. "Ultimately, Lynne Cheney is reflecting the will of the President, and the President is reflecting the will of the people who elect him," he says. "That's the way our country works."

Robert Bell, a professor of economics at Brooklyn College, wrote a book this year called *Impure Science* that examines abuses of the peer-review process at the NSF. He says a study undertaken by the foundation in 1986 showed that 60 per cent of the applicants who fail to win an award in a given year believe the system is unfair. Yet, few scholars appeal the agency's decisions.

"They are afraid of offending the program officer," he says. "They are scared of retribution, that they will be unable to get future support."

NSF officials maintain that their system is fair and that applicants who feel their projects are treated unfairly can appeal the decisions. They also stress that since 1990, after an internal study, they have tried to make their review process more open by allowing applicants to see almost all of the information the agency keeps on file about them and their proposals.

Numerical Grades at NIH

Some believe that change was prompted by pressure from Jon E. Kalb, a research associate in paleontology at the University of Texas at Austin. Mr. Kalb sued the foundation, contending that false rumors that linked him to the Central Intelligence Agency had doomed his grant proposals. The rumors had been passed along by an NSF program officer to the peer review panel reviewing his grant proposal. In a settlement, which awarded Mr. Kalb \$20,000, the NSF maintained that the proposals had been turned down for legitimate reasons. But it apologized if the rumors had "played a role" in individual reviews by peer panelists.

Mr. Bell, who documented Mr. Kalb's case in his book, says he believes the NIH system is preferable to the NSF's, because the institutes do not give so much authority to a single individual.

At the NIH, a panel of reviewers assigns numerical grades to projects. The projects are ranked according to those grades: The lower the grade the better. A cut-off point is then established, and only grants below that point are supported.

Not everyone agrees with Mr. Bell. Some think that the strict adherence to numerical ratings is too rigid. Mr. Chubin of the Office of

Technology Assessment says it gives too much power to each reviewer. "All you need is one real bad rating for a project to fail," he says. "It's as if each reviewer has veto power."

Mr. Chubin says the NSF system may be more amenable to supporting experimental or cutting-edge work, because the strong role of the program officers gives them more flexibility to choose among highly rated projects.

Despite all the problems, says Jerold Roschwalb, director of federal relations at the National Association of State Universities and Land-Grant Colleges, "no one has come up with a better way to allocate federal funds."

But some peer reviewers say increased political interference in the

process has made it difficult for them to continue serving.

Marta Tienda, a professor of sociology at the University of Chicago, was a member of the peer-review panel at the NIH that approved the surveys of teen-age and adult sexuality. "You feel ridiculed when you submit your time to these peer-review panels only to find that your decisions have been overturned for political reasons," she says. "It's like being splashed with cold water, to find that all of your hard work has gone for naught."

Thomas Loeser, an assistant professor of art at the University of Wisconsin at Madison, says he and his colleagues on a crafts panel at the NEA were frustrated by the controversies. "We felt caught be-

tween a rock and a hard place," he says, "wanting to stand up for our principles, but also wanting to get money out to the field, to the artists who need federal support."

Mr. Chubin says agencies should continually evaluate whether their system is as fair as possible.

45 Appeals a Year

A first step in improving the process would be to strengthen the appeals system, he says. All of the agencies—except the NEH—now offer a formal appeals hearing for applicants who say their grants were unfairly rejected.

But Mr. Chubin says the processes as they now run often serve simply as window-dressing. "I don't think many people win, and it takes a lot of time," he says.

According to James M. McCullough, director of the program-evaluation staff at the NSF, the agency hears about 45 appeals a year, and typically overturns only one or two decisions. An NEA spokeswoman says the endowment hears about 15 appeals a year, few of which result in a new decision.

By opening up the system, agencies would give an applicant the chance to see that they are acting in good faith, Mr. Chubin says.

"Everyone who is turned down feels wronged, that they should have gotten a better hearing, that they were treated unfairly," he says. "Agencies should offer an appeals process that resembles a legal proceeding so as to insure that participants are given due process in the review of their proposals." ■

WASHINGTON UPDATE

- Senate appropriations panel votes to continue supercollider
- Administration releases plan on economics of global change

The Senate Appropriations Committee voted last week to continue construction of the Superconducting Supercollider, providing \$550-million for the project in fiscal 1993.

While the amount is \$100-million less than President Bush requested for the project, its inclusion in the Senate's version of an appropriations bill for the Energy Department's civilian-research programs increases the likelihood that the subatomic-particle accelerator will be continued next year.

Last month, in an expression of frustration over the rising federal deficit, the House of Representatives voted to kill the \$8.25-billion supercollider. That action shocked the country's high-energy physicists, many of whom believed Congress was unlikely to abandon the project after investing more than \$1-billion into the collider's design and construction.

Other researchers have opposed the supercollider, saying it has limited scientific value and limits funds for other projects.

Sen. J. Bennett Johnston, a Louisiana Democrat who chairs the Senate Appropriations subcommittee with jurisdiction over energy-research programs, said \$550-mil-

lion was the "minimum figure necessary" to keep the project on schedule for completion in 1999. But Sen. Dale L. Bumpers, an Arkansas Democrat who opposes the project, plans to offer an amendment on the Senate floor to kill the collider.

The Senate bill also provides \$60-million within a \$335-million allocation for magnetic-fusion-energy research for the design of another large-scale scientific project—the first working nuclear-fusion reactor.

Last week, representatives of the European Community, Japan, Russia, and the United States signed an agreement to cooperate in the design of a \$5-billion experimental reactor.

Each of the four parties agreed to contribute equally to the \$1.2-billion engineering design of what is formally known as the International Thermonuclear Experimental Reactor, or ITER. When the design is completed, the four parties will decide whether to proceed with construction of the reactor, which is intended to demonstrate the feasibility of harnessing nuclear-fusion energy. —KIM A. McDONALD

The Bush Administration has

released its research plan for fiscal 1993 on the economics of global environmental changes.

The plan will focus on three broad areas: the economic effects of global environmental changes, the development of models to analyze economic effects around the world, and research on uncertainty and on the value of different kinds of information for future policy making.

The purpose of the research program is to help the government "evaluate the likely magnitude of the economic effects of global change on society and to evaluate the cost of options designed to address global change," the report states. But it adds that the program does not support "short-term evaluation of specific policy proposals" because that would threaten its credibility.

The President has proposed spending about \$18.3-million on the research in fiscal 1993, an increase of nearly 60 per cent.

The plan was prepared by a group under the Federal Coordinating Council for Science, Engineering, and Technology, which included representatives from the White House Council of Economic Advisors and 17 other agencies. —COLLEEN CORDS

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Status of Federal Legislation

As of 6 p.m. July 23, 1992. Bold type indicates changes since June 11, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Copyright HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by committee April 30, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research HR 4014, S 1275	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. HOUSE BILL: Would create a board to set research priorities for the Education Department. SENATE BILL: Would create a board to advise the Education Department on research issues. Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-269
International exchange HR 3215	HOUSE BILL: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by committee June 10, 1992 H Rep 102-654
International exchange S 2632	SENATE BILL: Would authorize the creation of new educational exchange programs between the United States and the nations of the former Soviet Union. Would authorize the creation of a foundation to assist scientists and engineers in the former Soviet Union who wish to do research cooperatively with American scientists and institutions.	SENATE: Passed July 2, 1992 S Rep 102-292
Job training HR 3033, S 2055	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	In conference
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1988 law that authorized the National Science Foundation for five years by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2.721-billion. The amendments would also allow up to \$40-million to continue the program to renovate research facilities and up to \$33.5-million to help institutions buy research equipment.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities HR 2407, S 544	BOTH BILLS: Would make it a federal crime to vandalize facilities used for research on animals or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 16, 1991 S Rep 102-141
Science education HR 2936	HOUSE BILL: Would authorize new programs at the National Science Foundation, which could receive up to \$35-million annually to provide grants to community colleges for science and technical education.	HOUSE: Approved by committee April 2, 1992 H Rep 102-508
Student aid HR 3853, S 1150	COMPROMISE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize Stafford Student Loans, with loan limits of \$2,625 a year for freshmen, \$3,500 for sophomores, \$5,500 for other undergraduates, and \$8,500 for graduate students. Would authorize a pilot project for a direct-loan system that would replace guaranteed student loans on 500 campuses. Would authorize increases in the maximum size of a Pell Grant, from \$3,700 for the 1993-94 academic year up to \$4,500 in 1997-98. Would expand the Stafford Student Loan program to make all students eligible for loans, regardless of income. Would exclude this equity that a family owns in a home or farm from calculations of wealth used to determine eligibility.	Signed by the President
Taxes HR 11	BOTH BILLS: Would extend, for 18 months, tax breaks that allow workers to receive up to \$5,280 in employer-provided educational assistance without paying income taxes on the funds, allow wealthy donors to gain the complete tax advantages of making gifts of appreciated property, and give businesses a tax credit for increased spending on research.	HOUSE: Passed July 2, 1992 SENATE: Approved by committee June 16, 1992

Appropriations Bills for Fiscal 1993

(Amounts in millions of dollars, rounded to nearest million)

LEGISLATION	Spending This Year	House Bill	Senate Committee Bill	STATUS
Department of Agriculture HR 5487	Cooperative Extension Service Cooperative Research Service	\$419 508	\$418 448	HOUSE: Passed June 30, 1992 H Rep 102-617 SENATE: Approved by subcommittee July 21, 1992
Arts and humanities HR 5503	National Endowment for the Arts National Endowment for the Humanities Institute of Museum Services	\$176 \$176 27	\$176 179 29	HOUSE: Passed July 23, 1992 H Rep 102-626
Departments of Education and Health and Human Services	Education Department Pell Grants Stafford Student Loans National Institutes of Health AIDS research, education, and prevention	\$29,500 5,480 2,539 9,335 1,585	\$29,500 5,482 2,530 9,311 1,580	HOUSE: Approved by committee July 23, 1992
Department of Energy HR 5573	General science and research Superconducting supercollider Magellan telescope Basic energy sciences	\$1,472 483 331 185	\$1,469 34 339 168	HOUSE: Passed June 17, 1992 H Rep 102-555 SENATE: Approved by committee July 23, 1992
National Archives and other agencies HR 5488	National Archives National Historical Publications and Records Commission Non-profit postal subsidies	\$182 5 470	\$182 5 490	HOUSE: Passed July 1, 1992 H Rep 102-618
National Science Foundation and Department of Veterans Affairs	National Science Foundation Research Science education Veterans' educational benefits National Anticorrosion & Coatings Administration Space activities	\$2,577 1,675 465 575 125 1,115	\$2,576 1,675 465 575 125 1,115	HOUSE: Approved by committee July 23, 1992

House Panel Votes to Cut Pell Grants and to Reduce Other Aid Programs

By STEPHEN BURD and THOMAS J. DeLOUGHRY

WASHINGTON
The House Appropriations Committee last week approved legislation that would cut Pell Grants by at least \$100 and reduce other aid programs by 1 percent in academic 1993-94.

The action was a major defeat for college officials and student leaders who had urged lawmakers to increase spending as a follow-up to Congress's overwhelming approval of legislation that reauthorized the Higher Education Act.

Without an increase in appropriations, the higher limits for Pell Grants, College Work-Study, and other programs in the reauthorization legislation could represent empty promises to students.

House Approval Expected

The appropriations bill, which covers the Departments of Education, Health and Human Services, and Labor, also disappointed biomedical researchers. They had wanted more than the 3.1-percent increase in the budget for the National Institutes of Health that the committee approved.

The committee's actions sent the spending bill to the floor of the House of Representatives, where it is expected to be approved. The Senate has not yet drafted its education spending bill for fiscal 1993, which begins on October 1.

Members of the Appropriations Committee blamed the 1990 budget agreement between Congress and the White House for the meager overall increase that the bill provided. The budget pact placed tight limits on domestic spending in an attempt to control the federal deficit.

Said Rep. William H. Natcher, the Kentucky Democrat who chairs the subcommittee that drafted the bill: "This bill does not suit any of the subcommittee members. It is not the best bill that we have

"It is not the best bill that we have ever presented."

But it is the best bill we could come up with, with the limited amount of money available."

over presented. But it is the best bill we could come up with, with the limited amount of money available."

Several of the most popular programs in the bill, including Chapter 1 programs for needy schoolchildren and Trio programs for disadvantaged high-school and college students, would be financed below the amounts that President Bush requested in January. But the com-

PUBLIC NOTICE

National Board for Professional Teaching Standards Seeks Comments on Draft Request for Proposals #7

The National Board for Professional Teaching Standards (NBPTS) is establishing high and rigorous standards for what accomplished teachers should know and be able to do and is developing state-of-the-art performance assessment methods to ascertain who meets those standards for National Board Certification (NBC). NBPTS seeks comments on its DRAFT Request for Proposals (RFP) #7 for the NBC assessment delivery system. Proposals will be sought from testing corporations, information system developers, personnel and teacher training networks, other public and private agencies, professional associations, groups, individuals or consortium of organizations for establishment of the National Board Certification delivery system.

The NBC delivery system will include development of a candidate and assessment information system, the production and distribution of informational and assessment materials, the development and implementation of an assessor recruitment and training system, establishment of assessment facilities as required, and administration of a scoring and candidate feedback system.

Individuals interested in reviewing and commenting on the DRAFT RFP #7 should contact:

National Board for Professional Teaching Standards
RFP #7 Review
300 River Place, Suite 3600
Detroit, MI 48207
Attention: Patricia Sineill
Telephone (313) 259-0830 ext. 226, Fax (313) 259-0879

Comments must be received by August 24, 1992.

mittee's bill would restore hundreds of millions of dollars for programs the President would have eliminated, including assistance for public and college libraries, and "impact aid" to school districts that serve the children of military personnel.

The appropriations subcommittee that drafted the bill also dealt with a \$1.5-billion shortage in the Pell Grant programs that the White House revealed in June, months after it had sent its budget request to Congress. The subcommittee inserted \$704-million to help close the huge gap, which resulted from greater-than-expected demand for the grants in academic 1991-92 and 1992-93.

Anger With Education Dept.

Members of the full committee made it clear that they were angry with the Education Department for not notifying them of the shortage until June. "The committee must express its extreme frustration at the scope of the Pell shortfall and its devastating effect on the availability of funds to address other educational needs," the committee wrote in a report that accompanied its bill.

The committee sought to pay for the increased demand that is projected for the 1993-94 academic year by appropriating \$5.8-billion, an increase of \$410-million over the funds for 1992-93. The increase would consist of additional spending plus \$185-million in recommended savings in the program.

Despite the increase in appropriations, the money would not be sufficient to pay for the current maximum Pell Grant of \$2,400. The committee recommended that the maximum be \$2,300 in 1993-94, but said the Education Department should be allowed to set the limit even lower if it determined that the funds were insufficient.

The committee said the \$185-million in savings would be achieved by requiring the Education Department to enact unspecified provisions of the higher-education reauthorization law immediately, rather than waiting for 1993-94. The department also would be required to verify the accuracy of information provided by all Pell Grant recipients, rather than the 30 per cent that it now checks.

Financial 'Emergency'

Higher-education officials, who have been asking the White House and Congress to treat the Pell Grant shortage as a financial "emergency," were unhappy with the committee's bill. The officials had argued that the increased demand for the grants was a direct result of the recession and that the

shortage should not be paid for with regular Pell Grant funds.

"It's clear that the subcommittee made an effort to place a priority on Pell Grants," said Becky H. Timmons, director of Congressional liaison for the American Council on Education. "You can look at the bill and see that, but it's tragic for the kids affected that the result is still going to be a reduced award to \$2,300, with frightening language that gives the department authority to set the limit even lower."

The one bright spot among the student-aid programs was the committee's proposed 59-percent increase in the federal contribution to the Perkins Loan Program. The panel raised the contribution to

Members made it clear

they were angry with the Education Department

for not notifying them of the shortage until June.

\$248-million from \$156-million and suggested that some of the funds could be used for new programs that will be created under the reauthorization law.

Committee members did not specify which programs should get portions of the funds. Such distributions will be made when the House and Senate meet in the fall to design a final appropriations bill.

The committee's bill would reduce Supplemental Educational Opportunity Grants, College Work-Study, and State Student Incentive Grants below 1992 levels by 1 per cent.

The committee's cuts, however, would be less severe than the reductions that President Bush asked for in January. The President requested that supplemental grants be cut by 38 per cent, that work-study be slashed by 26 per cent, and that funds for Perkins loans and state grants be eliminated.

The committee bill would trim nearly every other higher-education program by 1 per cent in 1993-94. That includes aid for historically black colleges and a collection of graduate-fellowship programs.

Trio Programs Included

Also included in that group are the Trio programs, which help prepare disadvantaged high-school students for college and provide them with support services when they enroll. The programs had enjoyed large increases in recent years, but under the bill would fall to \$375-million—\$25-million below President Bush's request.

Lobbyists for biomedical research pointed out that the Appropriation Committee's actions were in sharp contrast to years past, when the committee has almost routinely increased the President's requests for the NIH. In fact, this year's House appropriations bill called for the smallest percentage increase that the committee had recommended for the NIH over the last ten years.

Spending for all of the biomedical agency's activities would total about \$9.2-billion, an increase of \$279-million over 1992, but a de-

crease of \$165-million from the President's request.

Every institute in the NIH would receive less than the President requested. But only one, the National Center for Research Resources, would receive less than it did in 1992.

The bill calls for a 2.4-percent increase for the National Cancer Institute, \$11.8-million less than the President requested. The National Institute of Allergy and Infectious Diseases, the unit that houses AIDS research in the NIH, would receive a 3-per-cent increase, \$20.8-million less than the Administration wanted.

David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges, said that the small increases were due in part to the fact that Congress had delayed about \$175-million of the \$9-billion it allocated for the NIH last year. That money must come out of this year's awards, Mr. Moore said, adding: "The system can only be stretched so far."

Spending for Women's Health

A bright spot for advocates of women's health research was language in the bill that would direct the National Cancer Institute to increase spending on breast, cervical, and ovarian cancer by at least one-third of what it is spending on these areas in 1992.

Rep. Richard J. Durbin, a Democrat from Illinois, said the cuts that the committee had recommended to the President's requests would have a "dramatically negative" effect on health research. He vowed to present an amendment on the floor of the House that would cancel support for the Space Station and redirect about \$350-million to the NIH.

While the small increase for the NIH is "understandable," this year, said Jerold Roschwin, director of federal relations at the National Association of State Universities and Land-Grant Colleges, "I am terrified that people are going to start to get used to these kinds of budgets."

WASHINGTON ALMANAC

In Federal Agencies

Estuarine research. The Commerce Department has proposed rules that revise existing regulations governing the selection, designation, operation, and financing of national estuarine research reserves. Comments must be received by August 31 (*Federal Register*, July 17, Pages 31,926-37).

Information disclosure. The Department of Education has issued proposed rules to require all higher-education institutions that participate in federal student-aid programs to disclose to current and prospective students and employees information about campus safety policies and graduation or completion rates. Comments must be received by August 24 (*Federal Register*, July 10, Pages 30,826-33).

Student aid. The Education Department has issued final rules that would amend existing regulations governing the Perkins Loan, College Work-Study, and Supplemental Educational Opportunity Grant programs (*Federal Register*, July 21, Pages 32,342-57).

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Environmental science. HR 5587 would authorize the establishment of a program called ADAPT to link universities, foreign institutions, and Department of Energy laboratories in efforts to help developing nations acquire environmentally sound technologies. By Representative Green (R-N.Y.) and three others.

Manufacturing technology. HR 5516 would authorize the establishment of a National Commitment to Quality Award, a monetary prize to universities that teach "total quality management" in manufacturing-process technology. By Representative Ritter (R-Penn.).

Social Security. HR 3509 would bar Social Security payments to individuals who have dependent children but do not either work or attend courses at an educational institution for at least 30 hours a week. By Representative Cunningham (R-Cal.) and three others.

Taxes. HR 4624 would amend the Internal Revenue Code to exclude from income-tax calculations the value of certain scholarships awarded by employers. By Representative Donnelly (D-Mass.).

Technology. HR 5631 would authorize the establishment of a Civilian Technology Corporation that would form partnerships with private businesses to promote research on new technologies. By Representative Sangmeister (D-Ill.).

SENATE

International exchange. S 2663 would

seek to increase science and technology cooperation between the United States and Latin America by improving financing for research efforts and by establishing the Inter-American Scientific Educational Development Exchange to provide graduate and post-doctoral fellowships for American and Latin American students. By Senators Blingman (D-N.M.) and Gore (D-Tenn.).

Tax-exempt organizations. S 2955 would require tax-exempt organizations with gross revenues over \$100,000 per year to notify donors of the availability of a disclosure form on the organization's expenditures. By Senator Warner (R-Va.).

Tuberculosis. S 2990 would amend the Public Health Service Act to authorize grants for the establishment of five Tuberculosis Prevention and Control Centers to conduct research on and treat the disease. By Senator Bradley (D-N.J.).

Washington People

Sarah Dillman, professor of educational psychology at the University of Arizona, has been re-appointed by Education Secretary Lamar to the National Advisory Board of the Fund for the Improvement of Postsecondary Education and has been designated by Mr. Alexander to be chairwoman of the board.

Max M. Kampelman, a lawyer in Washington, has been nominated by President Bush to the Board of Directors of the United States Institute of Peace.

John McCarthy, a lawyer in Sacramento, has been appointed by Secretary Alexander as the Secretary's representative in the Education Department's regional office in San Francisco.

Christopher H. Phillips, a consultant to the State Department, has been nominated by President Bush to the Board of Directors of the United States Institute of Peace.

Robert F. Sassoon, president of the University of Dallas, has been appointed by Secretary Alexander to the National Advisory Board of FIPSE.

Kathryn D. Sullivan, a mission specialist at the Johnson Space Center (Houston), has been nominated by President Bush to be chief scientist at the National Oceanic and Atmospheric Administration.

Steven S. Tigner, professor emeritus of philosophy at the University of Toledo, has been appointed by Secretary Alexander to the National Advisory Board of FIPSE.

Charles B. Wilson, director of the Brain Tumor Research Center at the University of California at San Francisco, has been appointed by President Bush to the National Cancer Advisory Board.

Enthar Lee Yoo, associate professor of education at the University of Houston-Clear Lake, has been appointed by President Bush to the J. William Fulbright Foreign Scholarship Board.

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Even With Slim Purses, Some Colleges Find Ways to Start New Programs

By JOYE MERCER

Even in a year of painful budget cuts and legislative demands for efficiency, some public colleges are creating new academic programs.

■ Christopher Newport University will offer a master's program in physics this fall.

■ The University of California at Davis is establishing a department of Japanese and Chinese.

■ South Carolina State University will offer a teacher-certification program for people who have bachelor's degrees in other fields.

With public colleges across the country eliminating programs and thousands of courses, the creation of new offerings may cause some people to wonder, Is higher education really hurting for money, or are educators crying wolf?

Some people in higher education point out that when new programs are approved these days, it is often because they will benefit not only their institutions, but the state. Such real-world strategies will be increasingly necessary to justify expansion when states are pushing for retrenchment, academic observers say.

"In Ohio, it's a totally new environment," says Paul M. Dutton, a member of the Ohio Board of Regents, which can approve or reject new programs. "We are more concerned now than we ever have been about issues of cost-benefit, about eliminating duplication of programs among neighboring institutions, and about developing an appropriate mission for each institution."

New programs are likely to be created by a marriage of offerings from several departments, or expansions of existing offerings by shifting money from one department to another, rather than building from scratch.

Informing the Legislature

Some educators say that when legislators see universities developing new programs in that fashion, it actually strengthens the argument that the campuses are economizing.

"It is difficult to convince legislators of how tight money is when they see new programs unless they are kept informed of how we're supporting these programs," says Jacqueline J. Snyder, dean of continuing education at Wichita State University. "I think the message is coming across."

New programs that respond to economic and societal pressures have the best chance for winning support, says Stanley Z. Koplik, executive director of the Kansas Board of Regents.

"The state demand for a new program is what sells it, along with the assistance it can provide in meeting a business and industry need," he says.

—Despite a moratorium on new academic programs, Kansas regents this year approved an associate's degree in electronics technology for Wichita State University, in conjunction with the Wichita Area Vocational-Technical School. The board lifted its freeze for the technology program largely because of business and industry support.

Ms. Snyder estimates that the



Alexander C. Ewing of the North Carolina School of the Arts: "A major film school in the South will have a tremendous economic impact."

program may cost the university \$35,000 in administrative and instructional costs, but the money is likely to come from her department's budget and an existing program. The vocational-technical school would pick up other costs.

Jack S. Sampson, chairman of the Kansas board, voted against the offering because he believed regents were "letting the bars down too fast."

When new academic programs are approved, Mr. Sampson is a proponent of "growth by substitution"—money for something new must come from shifting existing resources.

If there is one thing that state governments look for today, says Aims C. McGuinness, director of higher-education policy for the Education Commission of the States, "it's not simply new programs, but the rethinking of current programs."

In the 1980's, many campuses "did things by add-on," Mr. McGuinness says. "But now the emphasis is on integration, on making better use of existing resources."

Some Are Anathema

Peter J. Wierenga, head of the University of Arizona's Soil and Water Science Department, which won approval for a new environmental-science major beginning in 1993, agrees that programs requiring an infusion of money, or duplicating offerings, are anathema to state leaders.

Mr. Wierenga says the cost of his new program will be "relatively low" because most of the courses

already exist in other schools and departments.

"There is no way that a department such as ours can hope to do it all on our own," he says.

Many educators also emphasize that the wheels of higher education turn so slowly that some programs being approved today may have been in the works several years ago. Such is the case at Youngstown State University, where a doctoral program in educational leadership was discussed for seven years before its approval by the Board of Regents earlier this year.

Before the program could even

be considered, David P. Ruggles, education dean, had to get permission from the Board of Regents to design it, create a budget, and prove he had a nucleus of faculty members who would teach.

Mr. Dutton, who supported the Youngstown program, says some people would like to see a moratorium on new programs at a time when Ohio campuses are losing millions of dollars. But that, he says, would be shortsighted.

"The board must balance the immediate financial crisis with the long-range implications of suppressing the development of programs that have been in the pipeline for some time," he says.

Justification Provided

Edward B. Fort, chancellor of North Carolina A&T State University, spent a decade pressing for doctoral programs in engineering on his campus. He won approval last March from the University of North Carolina Board of Governors to offer the degrees beginning in the fall of 1993. The cost of the programs has not been worked out, but support will come from the state, federal agencies, corporate donors, and foundations.

"We produce more blacks with baccalaureate degrees in engineering than any other university in the country," Mr. Fort says. "We used that as justification for Ph.D.'s of our own."

Mr. Fort also used national data predicting that by 2010, America will need thousands more Ph.D.'s than it now produces in engineering and the sciences to keep pace with demand.

"That kind of talent can't be produced only by Stanford and MIT. Help will have to come from black campuses that have research track records," he says.

UNC's board also approved a School of Film at the North Carolina School of the Arts—another idea spawned several years ago.

But there is a catch. While Alexander C. Ewing, chancellor of the School of the Arts, is seeking state bond money to build the school, he will look to businesses and foundations to support it in its first year.

At U. of Maryland, Millions Are Freed in Program Cuts

COLLEGE PARK, MD.

Some lucky campuses are starting new academic programs this fall, but at the University of Maryland, a school and several academic departments have been eliminated to free up millions of dollars for existing activities.

Eliminating programs is never easy, but the process was less raucous at College Park because a broad-based group was involved, says William E. Kirwan, the campus president.

"Here's an institution that is close to being unique," he says. "We were able to begin shifting resources in order to protect the quality of our institution."

Gerald R. Miller, president of the Faculty Senate, agrees that faculty and students participated in the decision making.

"It would be presumptuous to say we had a perfect process, but

we had a very good process," says Mr. Miller.

A few years ago, College Park began a planning process that included reorganizing some departments. The pace quickened when College Park lost \$40-million in state appropriations in two years.

A panel of administrators, faculty members, and students held hearings, and recommended to Mr. Kirwan what actions to take. The recommendations were approved by the Faculty Senate after more hearings. Later, the Board of Regents approved the plans.

\$6.3-Million in Savings

Eliminated were the College of Human Ecology and seven academic departments. Eventually, the moves will save more than \$6.3-million, which will be used to strengthen existing programs.

"Our overriding objective was

The school is projected to cost more than \$800,000 initially, mostly for salaries and equipment. The college already has embarked on a \$34-million fund-raising campaign.

Economic Benefits

Aside from emphasizing student demand for the school, Mr. Ewing stressed the economic benefits and prestige that a film school would provide the state. "A major film school in the South will have a tremendous economic impact," Mr. Ewing says.

Even in Washington State, where educators have not had to be as frugal as elsewhere, economic points are helping to market academic programs. And, where possible, Washington's universities are finding money for new programs by siphoning money from other areas.

"We're seeing quite a growth in reallocation of faculty effort from another program," says Katrina A. Meyer, assistant director for program review with the state's Higher Education Coordinating Board.

The state is also looking at Washington's occupational needs, and often shaping new programs to meet them, Ms. Meyer says.

Washington State University at Spokane recently won approval from the board for a doctorate in pharmacy program, beginning in 1993.

"We felt the program could serve the needs of practicing pharmacists in the region," says Mahmoud M. Abdel-Monem, dean of the College of Pharmacy. Pharmacists may soon be required—or at least encouraged—to have a doctorate of pharmacy, he adds, "so it became even more urgent for us to develop this program."

However, Mr. McGuinness of the ECS warns that educators must be careful not to go too far in fashioning programs around the needs of the work force, and thereby threatening core programs. Educators must also be wary of stifling creativity to cut costs, he says.

"This could be a period of amazing internal renewal," Mr. McGuinness says, "or it could be seen as the Dark Ages of higher education, in which innovation and improvement and long-range view are things that are killed off."

to protect the quality of the institution and not erode the quality," Mr. Kirwan says.

Some critics have faulted university officials for weakening a department by first reducing its financial support, and then eliminating it because it was weak. But Mr. Kirwan says, "Some programs are simply better funded than others. It would have been very sad if the programs we had eliminated had been the best funded."

Aims C. McGuinness, director of higher-education policy at the Education Commission of the States, says the most successful universities will be those that do what Maryland did.

"Institutions that make those difficult decisions today will be the strongest institutions 10 years from now," he says. "Those that fail to take advantage of the opportunity will atrophy."

Government & Politics

Give & Take

A bill passed by the Louisiana Legislature would allow public-college fund-raising groups to guarantee anonymity to private donors and keep private the way the groups spend the money they raise.

The bill, signed into law this month by Gov. Edwin W. Edwards, a Democrat, explicitly exempts booster groups like the Louisiana State University Foundation and LSU's Tiger Athletic Foundation from having to make their financial records public.

State Rep. John Guidry, a supporter of the measure, said some people won't donate if they know their names will be made public.

The measure merely clarified through statute what had already been the practice, he said.

"I don't see why the public has a right to know what people do with their private funds," Mr. Guidry said. "All the necessary safeguards, like auditors and boards of directors, are already there."

The bill provides that groups must reveal financial records only in connection with the public funds they receive.

The Louisiana Press Association opposed the bill, arguing that donors have the potential to affect policy and that their names should be made public. Johnny Koch, general counsel of the association, called the public-records law "regrettable."

He said foundations have the right to spend private money as they please, but that they should make their allocations public.

Mr. Koch said there was no credence in the claim that donors shy from publicity because they don't want their names handled about.

Back-to-back national basketball championships have given Duke University more than bragging rights. They helped the institution stave off a projected \$2-million deficit.

Sales of Duke T-shirts, bumper stickers, watches, caps, and plaques brought in more than \$2-million from July 1990 to June 1992. Memorabilia, sold through stores, mail orders, and licensing agents, continue to bring in money.

Duke won't know the full amount of revenue earned through licensing until later this year, according to Harry Rainey, director of store operations at the university.

Although Duke has made it to the Final Four six of the last seven years, and clothing sales have always been strong, Mr. Rainey said the championships had led to a marked boost in sales and licensing, including a jacket promotion in Italy that grossed \$80,000.

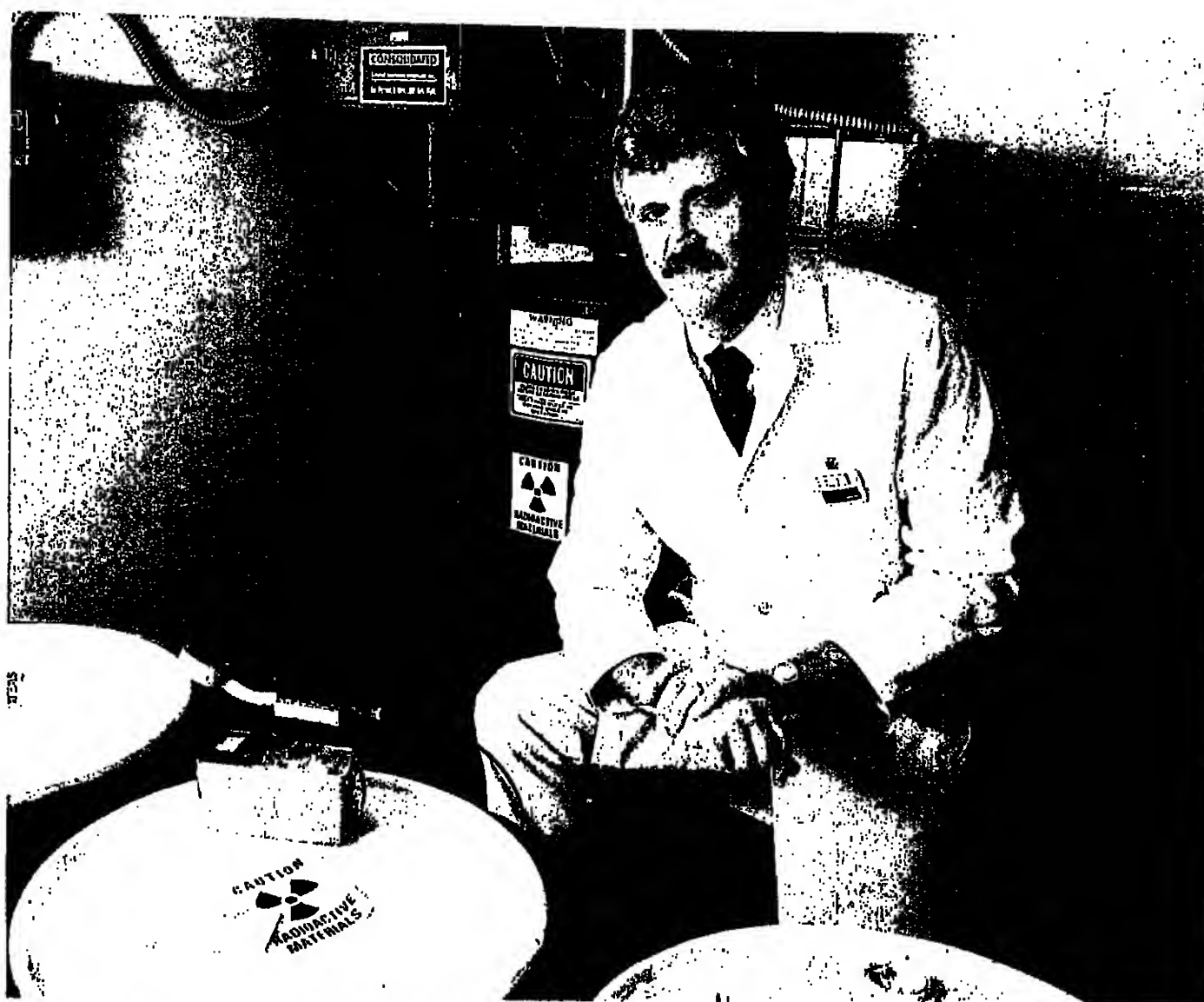
Said Mr. Rainey, "Everybody loves a winner."

The University of California at Davis has changed the name of its foundation to reflect the institution's "diverse strengths."

This month, the Cal Aggie Foundation became the UC Davis Foundation.

While researchers in university labora-

Business & Philanthropy



Daniel M. Zurosky, director of radiation safety at the University of South Carolina: "Researchers everywhere potentially will be affected by the upcoming deadline."

Looming Federal Law Sends Colleges Scrambling for Ways to Store and Dispose of Nuclear Waste

Institutions will face tough political battles when access to U.S. dumps is limited at year's end

By Debra E. Blum

A FEDERAL LAW that will make it harder than ever to dispose of low-level radioactive waste after the end of this year has industry and academe scrambling to find ways to handle their nuclear garbage.

The deadline has prompted colleges and universities that generate nuclear waste on their campuses to seek ways to increase their capacity for the temporary storage of waste and to reduce the amount of waste they produce.

Some institutions, however, have limited storage space and limited money to build more facilities—and face the prospect of a public unresponsive to the idea of more nuclear waste stored, even temporarily, in its backyard.

"We're probably looking at a good two or three or more years of uncertainty about what we can do with our waste," says James Tripodes, associate director for environmental regulatory affairs at the University of California at Irvine. "We'll all do our best to accommodate our researchers and our communities for as long as possible."

While researchers in university labora-

tories produce only a small fraction of the yearly output of low-level radioactive waste, they may be gravely affected by disposal problems, some observers say.

"Radioactivity has become a part of science," says Daniel M. Zurosky, director of radiation safety at the University of South Carolina. "Researchers everywhere potentially will be affected by the upcoming deadline. If it comes to the point where we have nowhere to put our radioactive waste, we may have to stop certain kinds of research. It would be a last alternative, a very unpopular move, but it could be a reality."

Since the early 1960's, low-level radioactive waste has been disposed of by burial at federally licensed, privately operated dumps. At one time, six of those dumps existed, but three were closed when their waste contaminated nearby soil and water. The three that remain are in South Carolina, Nevada, and Washington State. The Nevada site will close its doors at the end of this year.

Under the Low-Level Radioactive Waste Policy Act, passed by Congress in 1980 and amended in 1985, access to the

remaining sites will be limited after December 31, 1992, to waste generators from the host states and from other states that have made special compacts with the host states.

Since the host states will no longer be required to accept waste from outside their own borders, the law says that states or groups of states in the same region must develop new disposal sites or otherwise manage their own waste.

Political Hot Potato

As the deadline approaches, states are slowly moving to find solutions. Many have formed multi-state compacts in which one state will be the repository for the partners' waste. But the issue has become a political hot potato as battles over possible dump sites have intensified. Rancorous disputes have been playing out in Illinois, New York, Pennsylvania, and Michigan, among other states, where residents who live near proposed sites have waged angry campaigns against them.

No new disposal sites have been opened. Some observers say new sites

Continued on Following Page

(Thirty-three higher-education institutions in the country operate small nuclear reactors used for research. The reactors are tiny in comparison to nuclear power reactors and generate an almost insignificant amount of electricity.)

**"There is a real or
imagined worry that the
public would go berserk if
they found out that
radioactive material was
burned on campus."**

The University of California at Irvine, for example, which produces more than 200 drums of waste each year, already has a fenced-in storage facility to keep the waste until it is shipped to a

Ohio State and other institutions are counting on reducing their overall waste to help ease the forth-

"There is a real or imagined worry that the public would go berserk if they found out that radioactive material was being burned on campus," Mr. Ashbrook says. "But we've proven that it can be done properly and safely. And we are uniquely positioned to handle the impending deadline."

Research reactors are usually no larger than a household refrigerator and are submerged in a pool of

Marvin Mendonca, a senior project manager at the NRC, says his agency has never found any serious breaches of safety or security at any of the campus reactors. "That's not to say something can't happen tomorrow," he says. "But the record has been very good, rules are followed very

William G. Vernetson of the U. of Florida: His reactor is visited at least twice a year by NRC inspectors.

Daniel O. Hirsch, with parts from a dismantled research reactor: "There is a lax attitude that is prevalent."

"I'm not sure people realize these things are often in the middle of campuses, in buildings with other laboratories, offices, even classrooms," Mr. Hirsch says. "There is no buffer zone between the reac-

Meanwhile, at Reed College, the 250,000-watt reactor has gone through months of tests to check its

Mr. Willoughby, who lives about four blocks from Reed's reactor, says he has reservations about the facility: "Now that I know it's there, I wouldn't choose to have it there, and I think I and many others in the area would oppose it if one were to be built now. But it's been operating safely for a long time and it serves an educational purpose that is important and may even outweigh the minimal risk of harm."

—DEBRA E. BLUM

The Thomas Jefferson University Hospital placed third and received \$5,000 for reducing by \$146,000 the total amount of the warranty coverage it carried on certain medical equipment.

Receiving honorable mention were the College of Du Page; the State University of New York at Stony Brook; the Universities of South Carolina and Texas Southwestern Medical Center at Dallas; Palomar Community College; and Cornell, De Paul, Drake, Memphis State, Northwestern, Rutgers, Tulane, Vanderbilt, and Western Michigan Universities.

Management. For the program in restaurant and hotel management: \$100,000 to Saint Leo College.

Student aid. For scholarships for study abroad: \$115,000 to Eisenhower World Affairs Institute, an affiliate of Gettysburg College.

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Kansas State U.

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U. of Wisconsin at Madison

U. of Michigan

Purdue U.

Ohio State U.

U. of Illinois at Urbana-Champaign

U. of Maryland

U. of Virginia

North Carolina State U.

Georgia Institute of Technology

U. of Florida

U. of Lowell

Massachusetts Institute of Technology

Worcester Polytechnic Institute

CHORNGLE MAP BY HOLLY HORNER

Students

Court's Decision on 'Hate Crimes' Sows Confusion

Ambiguous ruling said to offer little guidance on speech codes

By Christopher Shea



Maureen A. Hartford of the U. of Michigan: "We will hold meetings to make sure the entire community can contribute to the discussion."



Ron Robinson, president of the Young America's Foundation: "The government in St. Paul attempted to license one side of the debate."

WHILE the recent Supreme Court decision that overturned a "hate crimes" law in St. Paul is widely viewed as one that will reshape "hate speech" codes at college campuses, higher-education officials say it is not readily apparent what form the reshaping will take.

Some speech codes—such as one proposed at the University of Arizona that would ban "vilification" of a student's age, sex, or religion—are clearly dead in the water. But college administrators and legal counsel say the fate of others is less certain because of ambiguities in the Court's decision, which was written by Justice Antonin Scalia.

The decision, they say, offers little guidance to colleges that wish to protect minority groups from harassment. More than a month after the decision was handed down, only a handful of institutions have made definitive judgments of its effect:

- The University of Michigan suspended enforcement of the section of its code dealing with hate speech.

- The law professors who wrote the proposed University of Arizona code say it is now all but worthless.

- The University of California system and the University of Connecticut have concluded that their codes would be upheld if challenged.

Many public-college officials, however, say they will study the issue and wait to see how the decision is interpreted by lower courts. Officials of private colleges, which are not directly affected by the decision, say they will wait to see what sort of consensus develops. The Court said that so-called "fighting words"—speech that either tends to incite violence or is so hateful that using it inflicts injury—could be prohibited, but not selectively.

Two days after the decision was handed

down, Elsa Kircher Cole, legal counsel for the University of Michigan, advised administrators to suspend enforcement of the institution's speech code.

"We prohibited speech which consists of racial, sexual, or ethnic epithets," Ms. Cole says. "We didn't ban all epithets, so the decision seemed to be on point."

Doubts About Constitutionality

This is the second time that a Michigan speech code has effectively been nullified by the courts. A district court ruled in 1989 that the institution's first speech code was overly broad.

Even before the St. Paul decision, Ms. Cole had doubts about the constitutionality of the second Michigan code. Since March, she and Maureen A. Hartford, vice-president for student affairs at Michigan, have been drafting yet another speech code. Ms. Hartford mailed out 36,000 copies of the latest version to students and faculty members last week. She included a survey, in order to canvass the recipients' reactions.

"We're concerned about doing anything during the summer when students don't have the chance to react," she says. "In the fall we will hold 'town hall' meetings to make sure the entire community can contribute to the discussion."

Ms. Hartford hopes to have the new student-conduct code in place by early October.

The University of Arizona's code may never be implemented. An eight-member committee of faculty members and administrators spent a year writing a policy on hate speech.

Arizona's president was reviewing it in preparation for sending it on to the state regents. Now, Arizona may have to start over or give up. "The decision pretty much out the ground out from under our

formulation," says Charles E. Ares, a law professor who helped write the code.

In contrast, administrators in the University of California system breathed a sigh of relief after the Court's decision. "We were one of the few who guessed right," says Gary Morrison, general counsel for the system. "We didn't anticipate the new Scalia doctrine, but our policy prohibits all fighting words."

At the University of Connecticut, the consensus also was that no change would be required. Its code bans all "fighting words" and was written with the help of the state affiliate of the American Civil Liberties Union.

Institutions that do not rely on the concept of "fighting words" in their codes were less certain about the implications of the decision. The Court clearly stated that speech could not be restricted because of its content. But Justice Scalia also wrote that "words can in some circumstances violate laws directed not against speech but against conduct," and singled out sexually harassing language in some situations as an example of unprotected speech.

Definitions of Epithets

No one seemed to know the scope of that exception. Says Robert A. Reichley, Brown University's vice-president of university relations: "The big question that I think is at the heart of the issue, which is not greatly illuminated by the Supreme Court decision, is, When does harassing speech become behavior?"

The speech code recently adopted at the University of Wisconsin targets harassment by prohibiting epithets directed at individuals. A previous code was struck down by a district court in 1991 because it was overly broad. The new code, which will be reviewed by the university's Board of Regents in September, defines "epi-

thet" as a slur against, among other things, a student's race or religion.

"I don't think it is at all clear that our code would not stand up, even if you go right down the line with the Scalia opinion," says Patricia Hodulik, senior legal counsel for the Wisconsin system. "They're not talking about words directed at individuals."

Gretchen Miller, legal director of the ACLU of Wisconsin, said the university was mistaken if it thought its code would withstand scrutiny by the courts. "We had concerns about the constitutionality of the rule before the decision," she said. "It has been our general consensus that the decision casts even more doubt on the constitutionality of the Wisconsin rule."

Pennsylvania State University officials think their code has a chance of surviving. It calls for increased penalties when physical attacks or other conduct violations are accompanied by biased speech. Vice-Provost James B. Stewart says the policy is safe for now, but he notes: "Some say that additive codes may be the next to go."

At the University of Montana, where administrators had decided before the decision that writing a speech code would be more trouble than it was worth, legal counsel Joan E. Newman says she is still interested in an enhanced-penalties statute like Pennsylvania State's.

Barbara B. Hollmann, dean of students at Montana, suggests that institutions looking their speech codes might redouble their efforts at education. "We are going to focus on peer education," she says, "and on mediation of disputes in residence halls."

San Francisco State University, which was recently commended by the Western Association of Schools and Colleges for its success in defusing ethnic tension, does not have a speech code. Says Robert A.

Corrigan, the university's president: "Most important is the willingness of presidents and chancellors to take strong stands when issues of conflict arise."

Meanwhile, officials at several private colleges say they will wait and watch. Private institutions are freer to regulate conduct on their campuses than are their public counterparts.

Officials at Kalamazoo College, and Brown, Stanford, and Emory Universities say they have no immediate plans to tinker with their hate-speech policies, even if the policies do not meet the new standards for public institutions.

Says Marilyn J. Laplante, dean of students at Kalamazoo College: "We will leave it in place until we have a case within our own system to test it."

Questions Left Unanswered

Public- and private-college officials say that the questions left unanswered by the decision underscore the complexity of the First Amendment questions at stake: Can hate-speech laws be applied to campuses? Can hate speech directed against minority groups be banned without reference to its content?

Far from definitively settling the issue, higher-education officials say the recent decision merely frames new terms for debate. Whatever the uncertainties, however, it seems clear that the "speech codes" issue will continue to be a battlefield in the culture wars between left and right on campus.

Speaking at a conference of conservative students in Washington, Ron Robinson, president of the Young America's Foundation, exhorted his audience to fight conduct codes that restrict speech. "The government in St. Paul attempted to license one side of the debate," he said. "That is what liberals try to do on campus. Does anyone know of any speech code that prevents conservatives from being called fascists or Nazis?"

Athletics

Rutgers University and the University of Wyoming are the latest institutions to unveil efforts to bring their sports programs into compliance with federal laws prohibiting sex discrimination.

Soured by budget cutbacks, pressure from the public, Congress, and government agencies, a spate of sex-discrimination lawsuits, and their own vigilance, colleges have been paying more attention to how they treat female athletes.

Both Rutgers and Wyoming have found that current practices in their athletics department may violate Title IX of the Education Amendments of 1972, the federal law barring sex discrimination at institutions that receive federal aid.

An internal study ordered last year by Rutgers' president, Francis L. Lawrence, found that female athletes were not getting their fair share of scholarship money. Their fair share was 36 per cent of the university's athletics last year, they received only 26 per cent of the athletics

Rutgers intends to raise \$185,000 from private donations over the next three years

Hampton U. Revises Rule That Barred Students With AIDS

By MARY CRYSTAL CAGE

Hampton University has revised a policy that banned students with AIDS from attending the institution.

But R. Kent Willis, director of the American Civil Liberties Union in Virginia, said the new policy was "glibberish." He added: "They've broken with an illegal past, but they haven't renounced it."

The university said it would now evaluate its students' health on a case-by-case basis and "at a minimum take into consideration applicable federal and state laws" that bar discrimination against people with

AIDS. It said it would also consider the recommendations of various federal and private health organizations.

The old policy was direct: "The university will require a student to withdraw from the university, if the student is known to be infected with AIDS." That statement was printed in the university's student handbook and dates at least from 1987. University officials said, however, that no one had been dismissed under the policy.

Even so, legal experts and advocates for people with AIDS said the old policy was discriminatory and violated both Virginia

law and the federal Americans With Disabilities Act.

As for the new policy, Mr. Willis said: "They haven't made an affirmative statement of non-discrimination. They haven't backtracked a bit."

Sylvia Rose, Hampton's general counsel, said university officials had been working with the Peninsula AIDS Foundation for several months to revise the policy when reporters at the Newport News (Va.) Daily Press began asking questions about what the institution would do if it learned that a student had developed AIDS.

Praise for New Approach

Two days before the newspaper was scheduled to publish a lengthy article about the policy and what lawyers and health professionals thought of it, Hampton officials announced that they had revised it.

Although Hampton has been criticized by civil-rights advocates and others, Donna Dittman Hale, executive director of the Peninsula AIDS Foundation, praised the university's new approach, which emphasizes education. "The fact is that they are conducting a number of AIDS-education programs," Ms. Hale said. "We have worked with a number of sociology professors to provide both a person who is HIV-positive and a professional from the foundation to address their classes."

A. Cornelius Baker, director of public policy and education for the National Association of People With AIDS, said he was particularly troubled by the university's old approach to dealing with AIDS because it emphasized dismissals instead of education. It is especially important that colleges develop AIDS-education programs, he said, because more than a third of the Americans diagnosed as having AIDS became infected with the disease when they were 18 to 21 years old.

What They're Reading on College Campuses



The Firm, by John Grisham

1.

2. Life's Little Instruction Book, by H. Jackson Brown, Jr.

2.

3. The Kitchen God's Wife, by Amy Tan

3.

4. The Heir to the Empire, by Timothy Zahn

4.

5. A Time to Kill, by John Grisham

5.

6. Live and Learn and Pass It On, by H. Jackson Brown, Jr.

6.

7. Patriot Games, by Tom Clancy

7.

8. America: What Went Wrong? by Donald L. Bartlett and James B. Steele

8.

9. Oh, the Places You'll Go! by Dr. Seuss

9.

10. Needful Things, by Stephen King

10.

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Cleveland State University, Dartmouth College, Denison U., Duquesne U., Idaho State U., Iowa State U., Kent State U., Lawrence U., U. of Iowa, U. of Maine, U. of Maryland, U. of Michigan, U. of Minnesota, U. of Missouri, U. of Nebraska at Lincoln, U. of New Orleans, U. of Pittsburgh, U. of Puget Sound, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U. Reports covered sales of hardcover and paperback books in June.

- Rutgers and Wyoming review compliance with Title IX
- NCAA panel will probe fiscal status of college sports

to increase the share of scholarship money it gives to female athletes.

At Wyoming, a compliance review initiated last year by the Denver regional office of the Education Department's Office for Civil Rights found that the university might not be providing enough opportunity for women to participate in sports. Women make up 47 per cent of the student body, but only 22 per cent of the athletes.

Terry P. Roark, Wyoming's president, said the university was preparing a survey to assess the athletics interests of its female students and those of female students at local high schools. The university may add new women's sports if the survey finds unmet needs, he said, or eliminate or reduce the size of men's teams to meet the federal requirements. —DEBRA E. BLUM

The National Collegiate Athletic Association has named 21 presidents and

sports officials to a panel that will review the financial condition of college sports.

The committee, which will be chaired by James E. Delany, commissioner of the Big Ten Conference, was established by the NCAA presidents' commission as part of its strategic plan. Financial issues will be the focus of the association's January 1994 convention. Mr. Delany's committee is expected to take up such issues as sex equity for women, coaches' compensation, the influence of booster groups, and the possible use of need-based aid in place of athletic scholarships.

The committee includes 10 college presidents and chancellors: John R. Brazil of Bradley University; David G. Carter of Eastern Connecticut State University; Edward B. Fort of North Carolina A&T State University; Claire L. Gaudiani of Connecticut College; Asa N. Green of Livingston University; William H. Mobley of Texas

A&M University; Diane S. Natalicio of the University of Texas at El Paso; Oscar C. Page of Austin Peay State University; Judith A. Ramaley of Portland State University; and Thomas J. Scanlan of Manhattan College.

The panel also includes two faculty athletics representatives—Daniel G. Gibbons, a law professor at the University of Oklahoma, and Max W. Williams, director of the Center of Population Studies at the University of Mississippi—and eight sports officials.

Five of the eight are athletics directors: Eve Atkinson of Lafayette College; Ferdinand A. Geiger of the University of Maryland at College Park; Jerry M. Hughes of Central Missouri State University; Michael B. McGee of the University of Southern California; and Jenefer P. Shillingford of Bryn Mawr College.

The other three members are associate directors of athletics: Judith M. Brame of California State University at Northridge; B. Kaye Hart, of Utah State University; and Patricia H. Meiser-McKnett of the University of Connecticut.

—DOUGLAS LEDERMAN

Dispatch Case

Nearly 100 leading French academics and intellectuals have organized an effort to evaluate higher education in France and propose ways to improve it.

"The government keeps trying to shove inappropriate reforms down our throats. We decided it was time for us to react and propose well-thought-out, concrete solutions to the problems of the universities," said Christophe Charle, a professor at the Institute of Modern and Contemporary History in Paris and a founding member of the movement, along with Jacques Derrida, the philosopher.

The two were part of a group that in June published an appeal to academic colleagues in several French newspapers. The response led to the formation of a non-profit association to take up the cause.

According to Mr. Charle, a series of workshops and open meetings will be held in the fall to air ideas on the major issues in higher education. Chief among them is the long-delayed reform of the first two years of university education. This has been the subject of debate for several years and remains a source of controversy in academe (*The Chronicle*, March 4).

The academics are also upset about the standards now used to determine which research wins financing. "Research is more and more subject to the short-term, immediate demands of society or industry," Mr. Charle said.

He added that if academics did not come up with their own proposals to solve higher education's problems, "the administration will decide for us."

"There is such a need for reform," Mr. Charle said. "So many unkept promises have been made that a general climate of discouragement reigns. We hope that getting people involved in finding solutions will also help boost their morale."

The Israeli Army ended its encirclement of An-Najah University in the West Bank after the Israeli government reached an agreement with the Palestinian leadership in the Occupied Territories.

Israeli troops surrounded the university two weeks ago, contending that a number of armed Palestinians sought by the army had entered the campus. Students and faculty members refused to leave the campus and submit to searches by the soldiers.

According to the agreement, which was reached with the help of American mediators, six of the men sought by the Israelis will be exiled to Jordan for three years.

Both the Israeli government and the Palestinian leadership expressed satisfaction that the crisis had been resolved without bloodshed.

According to Gen. Danny Rothschild, Coordinator of Israeli Activities in the Occupied Territories, "It showed that there are people in the territories we can talk to."

International

2 Years After Socialism, Nicaragua's Students Fight a New Battle

Budget crisis imperils access for masses

By Justin Burke

At the U. of Central America, revolutionary messages have faded in the minds of many students even though pro-Sandinista murals are still seen on the walls.



PHOTOGRAPHS FOR THE CHRONICLE BY MICHAEL SHUGART

LEÓN, NICARAGUA

More than two years after the collapse of the socialist revolution, pro-Sandinista murals and slogans are still in evidence on the walls of Nicaragua's National University campus here.

"Everything to the battle front—Everything for the troops," says one slogan, referring to the Sandinista regime's nearly 10-year war against the U.S.-backed rebels known as the contras.

'No Money for Anything'

But while the murals seem to have retained most of their vivid colors, their revolutionary messages have faded in the minds of many students. These days there appears to be little interest on the campus, once a hotbed of Sandinista support, in furthering the revolutionary cause. The students are now preoccupied with another battle—keeping Nicaragua's four universities open to the masses.

"The conditions for studying are terrible. There's no money for anything," says Erick Fonseca, a mathematics major at the

university here, about 50 miles northwest of Managua, the capital.

Indeed, a budget crisis is forcing administrators to consider drastic changes in Nicaraguan higher education. Under the Sandinistas' socialist-based policies, a university education was widely accessible to Nicaraguans and heavily subsidized by the government.

But that has started to change, following the election of the center-right UNO coalition led by President Violetta Chamorro. Faced with a severe economic crisis, the Chamorro government wants to cut back total appropriations to the country's universities by about 22 per cent, to about \$24-million.

Currently, the universities are just getting by, says Socorro Brenes, a professor of English at Managua's University of Central America, commonly called UCA. Government allocations barely cover faculty salaries, she says, adding that little is left for research, equipment, supplies, and scholarships.

"Our salaries aren't enough. Professors

have to take second jobs, mostly as private tutors," says Ms. Brenes, who earns the equivalent of about \$220 a month.

One way in which the country's universities may try to offset the loss of government funds is to charge tuition. But according to Miguel Ernesto Vijil, vice-rector at UCA, only about half of the students now enrolled at the institution could afford even a modest charge.

"The situation seems to be going back to the previous system of the colonial Spanish ways," says Mr. Vijil, a former Minister of Housing under the Sandinistas. "The top 5 per cent of the population will have everything, and the rest will live in poverty."

'We All Have the Same Problems'

The situation may appear bleak, but the universities have demonstrated their ability to survive both hard times and some peculiar problems of adjustment. Following the end of the Nicaraguan civil war, Sandinista supporters suddenly found themselves sitting in the same classrooms with their former contra enemies. The potential for confrontation was great, but the universities managed to get by without major unrest.

"At first, some people gave me problems," recalls Uriel Rodriguez, a first-year student at UCA who served in a contra army for four years. "But now I talk to Sandinistas and they talk to me. We realize we all have the same problems."

Dim Job Prospects

Even if the universities somehow manage to weather the budget crisis, their students face a grim future.

With the Nicaraguan economy struggling to get back on its feet, students realize the prospects of finding a good job when they graduate are dim.

"Everyone knows the situation," says Jorge Luis Moreno, a fourth-year English major. "We know we won't have much of a chance to become rich in Nicaragua, but we'll be content to survive."

"If I have enough money so that I can eat," he adds, "I'll be happy."



Miguel Ernesto Vijil, vice-rector of the U. of Central America: "The situation seems to be going back to the previous system of the colonial Spanish ways."

Socorro Brenes, a professor of English at the U. of Central America: "Our salaries aren't enough. Professors have to take second jobs, mostly as private tutors."

Name Dropping

THE BUDGETARY PROBLEMS facing virtually all institutions these days have spawned some interesting maneuvers. In one, Tom Harris, chancellor of the 155-square-mile North Orange County Community College District in southern California, has had his duties expanded to include the operation of the district's Cypress College.

The move came after Kirk Avery, president of Cypress, left to become vice-president for administrative services at Monterey Peninsula College. It is supposed to remain in effect for a year, after which the Board of Trustees will evaluate its effectiveness.

Mr. Harris says the consolidation will lead to savings in administrative expenses: The district has recently cut nearly \$6-million from its operating budget—\$3.9-million this year and \$1.9-million next year.

Mr. Harris also sees an opportunity to explore new organizational structures: "We are being asked to do more with less money, and we're moving toward a system of shared governance in which the faculty, students, and staff play a greater role in the decision making."

Here's one aspiring medical student who needn't worry about finishing her education burdened by heavy debts: Caroline Tio, who had just quit her job as a laboratory technician to begin studying full time before taking the Medical College Admission Test this fall, recently won \$23.2-million in the California Lottery.

The money will not change her plans. At a news conference, Ms. Tio said: "Just because you don't have to work for the rest of your life doesn't mean that there aren't things you want to do."

Ms. Tio wants to become either a pediatrician or an obstetrician and said she would use some of her winnings to help her older sister, Imelda, already a medical student at the University of Southern California.

Ramapo College recently named a philosopher as dean of its School of Administration and Business. Richard Bond, a member of the school's faculty since its founding, says his appointment reflects Ramapo's emphasis on business ethics. About his appointment, Mr. Bond says: "The significance is not that Richard Bond has taken this position. What it says about the school, and I think about Ramapo, is here you have a person hired to teach philosophy actually heading a business school, and you have a sense that that's O.K. from the business people, the liberal-arts people, and the traditional business people."

Anthony J. Santoro assumed the deanship of the new school of law at Roger Williams University on July 1.

The school—which will welcome its first students in August 1993—is not the first that Mr. Santoro has helped establish. He was previously involved in the founding of the Western New England School of Law and of law schools at the University of Bridgeport, Widener University, and St. Thomas University in Florida.

Mr. Santoro was dean and professor of law at Widener before accepting the Rhode Island post.

With the recent revelations about sexual harassment in the armed forces, Charles Moskos, professor of sociology at Northwestern University, may be in for more work than he anticipated. He's been appointed a member of the Presidential Commission on the Assignment of Women in the Armed Forces.

Gazette

APPOINTMENTS, RESIGNATIONS, & DEATHS



Charles E. Cannon
Columbia College
Chicago



Paula Hooper Mayhew
Marymount Manhattan
College



Barbara A. Wyles
Northern Virginia
Community College



Ching Jen Chen
Florida A&M U.
& Florida State U.



Rosina M. Bacerra
U. of California
at Los Angeles



Thomas D. Sepe
Mercer County
Community College

■ **New college and university chief executives:** Dean Junior College, John A. Dunn, Jr.; Mercer County Community College, Thomas D. Sepe; Mott Community College, Allen D. Arnold.

■ **Other new chief executive:** Institute of European Studies/Institute of Asian Studies, Adelyn Dougherty.

Appointments, Resignations

Clyde Arnold, chair of business and economics at Northern State U., to dean of the school of business.

Allen D. Arnold, vice-president for academic affairs at Triton College, to president of Mott Community College.

Ashim K. Basu, associate dean of the school of business, society, and public sciences and physical education at East Stroudsburg U.

Eugene L. Beaupre, doctoral candidate at U. of Cincinnati, to director of community relations at Xavier U. (Ohio).

Rosina M. Bacerra, professor of social work at U. of California at Los Angeles, to dean of the school of social welfare.

Karen Bell, associate professor of dance at Ohio State U., to associate dean of the college of the arts at Ohio State U.

Melanie Moore Bell, registrar at Whitworth College, to registrar at Gonzaga U.

Russell J. Bent, professor of professional psychology at Wright State U., to dean of the school of professional psychology.

Cherie M. Biondani, dean of instruction at Cabrillo College, to vice-presi-

dent and assistant superintendent for instruction.

William C. Bonaldi, dean of instruction at Truckee Meadows Community College, to chief academic officer at Northern Nevada Community College.

Frank O. Brady, professor of biochemistry and molecular biology at U. of South Dakota School of Medicine, to dean of the division of health sciences.

Charles E. Cannon, faculty member at Illinois Mathematics and Science Academy (Chicago), to chair of science and mathematics at Columbia College Chicago.

P. Michael Carey, associate dean of career programs, continuing education, and career services at Catonsville Community College, to dean of institutional advancement and community services.

Colette Y. M. Conway, dean of continuing education at Community College of Denver, to academic vice-president of Western New Mexico U.

Ching Jen Chen, professor and chair of mechanical engineering at U. of Iowa, to dean of the Florida A&M U./Florida State U. College of Engineering.

Lawrence S. Cohen, acting deputy dean of the School of Medicine at Yale U., to deputy dean.

Martha M. Conley-Williams, former chair of the Franklin division at Paul D. Camp Community College, to dean of instruction and student development at Rappahannock Community College.

J. Grady Cox, professor of industrial engineering at Auburn U., has retired.

John A. Dunn, Jr., acting president of Dean Junior College, to president.

Paula Hooper Mayhew, associate director of Commission on Higher Education at Middle States Association of Colleges and Schools, to vice-president for academic affairs and dean of faculty at Marymount Manhattan College.

John J. Kelly, Jr., chairman of the board of trustees at St. Anselm College, to vice-president for college advancement.

Lesley G. Ruzakowski, former promotion director at WOAC-TV (Canton, Ohio), to director of college relations at Firelands College of Bowling Green State U.

E. Joseph Savole, director of the alumni office at U. of Southwestern Louisiana, to vice-president for university advancement.

O. James Schmidt, chief operating officer of Research Libraries Group (Stanford, Cal.), to university librarian at San Jose State U.

Eldon C. Schinner, director of institutional program evaluation at U. of Texas Health Science Center at Houston, to director of the adult-degree program of the Cleveland center of Capital U.

Thomas D. Sepe, vice-president and chief academic officer of Mercer County Community College, to president.

Continued on Following Page

Gazette

Barbara P. Sirle, dean of the faculty of applied science and education at State University of New York College at Buffalo, to vice-president for academic affairs at State U. of New York College at Brockport.

David Skorton, professor of internal medicine and electrical and computer engineering at U. of Iowa, also to vice-president for research.

Virginia M. Billmeyer, professor of home economics at Murray State U., to dean of the college of technology and applied sciences at Northern Michigan U.

William J. Small, professor of communications at Fordham U., also to dean of the graduate school of business administration.

Gary L. Smith, associate director of the Applied Physics Laboratory of Johns Hopkins U., to director.

Susan P. Stagg, former dean of admissions at Mount Holyoke College, to director of guidance and college counseling at Porter-Gaud School (Charleston, S.C.).

John M. Sullivan, dean of admissions and financial aid at College of St. Elizabeth, to director of admissions at Saint Joseph's U. (Pa.).

Jim Turvotte, director of admissions at St. Basil's U., to vice-president for university advancement.

William G. Wadland, associate professor of family practice in the college of medicine at U. of Vermont, to professor and chair of family practice at Michigan State U.

Kenneth W. Woodward, manager of medical support and screening programs at Xerox Corporation (Rochester, N.Y.), to associate dean for minority affairs and professor of medicine in the School of Medicine and Dentistry at U. of Rochester.

Barbara A. Wyse, associate dean for curriculum services at Northern Virginia Community College, to provost of the college's Alexandria campus.

IN THE ASSOCIATIONS
John G. Greene, dean of the school of dentistry at U. of California at San Francisco, has assumed the presidency of International Association for Dental Research.

Marilyn L. Miller, professor and chair of library and information studies at U. of North Carolina at Greensboro, has assumed the presidency of American Library Association.

Under North, assistant dean of California Western School of Law, has assumed the presidency of National Association for Law Placement.

MISCELLANY
Adelyn Dougherty, senior vice-president and director of human resources at First Colonial Bankshares Corporation (Chicago), to president of Institute of European Studies/Institute of Asian Studies.

Deaths
Philip D. Adams, 57, professor emeritus of humanities and theater at Western Michigan U., July 1 in Kalamazoo, Mich.

Harold T. Amrine, 76, professor emeritus of medicine at Purdue U., June 29 in West Lafayette, Ind.

Alfred Croft, 88, former professor of history at U. of Denver, July 1 in Berkeley, Cal.

Leonard A. Eisenberg, 48, associate professor of anthropology at State U. of New York College at Albany, July 10 in New Paltz, N.Y.

John W. Gammill, 61, former professor of mathematics at U. of Tennessee at Martin, July 1 in Martin, Tenn.

M. Patricia Golden, 52, professor of sociology and anthropology at Northeastern U., July 13 in Boston.

Richard P. Goldthwait, 81, former chairman of geology and mineralogy at Ohio State U., July 7 in Wolfboro, N.H.

Muhammad A. Ijaz, 55, professor of physics at Virginia Polytechnic Institute and State U., July 9 in Shawsville, Va.

Elizabeth Dillard Pentecost, 59, assistant professor of education at U. of Tennessee at Martin, March 20 in Baton Rouge, La.

George G. Sawyer, Jr., 66, professor of management at City College of City U. of New York, July 2 in Cold Spring, N.Y.

Kathleen Sooble, 84, professor emerita of allied health professions at Ohio State U., July 3 in Columbus, Ohio.

Talisa Soora, former biological and medical-sciences resource librarian in the Library of Science and Medicine at Rutgers U., July 1 in San Diego.

Adolf Staudhagen, professor emeritus of aerospace and mechanical engineering at U. of Notre Dame, June 24 in South Bend, Ind.

Douglas R. Tomlinson, 43, associate professor of English and film studies at Montclair State College, June 30 in Barrie, Ontario.

John S. Vasko, 63, professor emeritus of surgery at Ohio State U., June 29 in Ashville, Ohio.

E. Bryn Wilson, 83, professor emerita of chemistry at Harvard U., July 1 in Cambridge, Mass.

cal Perspectives, "conference, National Endowment for the Humanities and Harvard University, Cambridge, Mass. Contact: Jonathan Goldstein, (408) 836-6508, fax (408) 836-6720.

18-21: Research, "Human Science Research: Methods and Models," short course, Saybrook Institute, Lavalut de Fretoy, France. Contact: Saybrook Institute, (415) 441-5034.

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